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THE NORMATIVE WORLD OF THE ELEMENTARY SCHOOL TEACHER.

BY- FOSKETT, JOHN M.

OREGON UNIV., EUGENE

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TO DETERMINE HOW COMMUNITY PERCEPTIONS ABOUT RULES OF BEHAVIOR AFFECT THE POSITION AND ROLE OF TEACHERS, INFORMATION ABOUT THE NORMATIVE STRUCTURE OF ELEMENTARY SCHOOLS WAS GAINED THROUGH USE OF ROLE NORM INVENTORIES ADMINISTERED TO 367 TEACHERS, 22 PRINCIPALS, 7 SCHOOL BOARD MEMBERS, THE SCHOOL SUPERINTENDENT, 603 CITIZENS, 56 COMMUNITY LEADERS, AND 207 PARENTS OF ELEMENTARY SCHOOL CHILDREN IN A PACIFIC COAST COMMUNITY. FOR TEACHERS, THE MEASURE CONTAINED STATEMENTS EXPRESSING THEIR VIEWS REGARDING FOUR TEACHER ROLES (TEACHER ACTION TOWARD PUPILS, COLLEAGUES, PARENTS, AND COMMUNITY) AND WHAT THEY BELIEVED TO BE THE VIEWS OF EACH OF THE OTHER POPULATIONS IN THE STUDY. MEMBERS OF THE NONTEACHING POPULATIONS WERE ASKED TO RESPOND TO EACH ROLE NORM STATEMENT BY INDICATING HOW THEY THOUGHT TEACHERS SHOULD ACT. FINDINGS INDICATED THAT ROLE CONSENSUS IS LESS THAN 50 PERCENT AMONG TEACHERS AND BETWEEN TEACHERS AND OTHERS. CONSENSUS OF THE NONTEACHING POPULATIONS REGARDING TEACHER BEHAVIOR EXPECTATIONS IS DIRECTLY RELATED TO ROLE MEMBERSHIP. BECAUSE THERE IS LITTLE AGREEMENT AMONG OTHER POPULATIONS ABOUT TEACHER ROLE EXPECTATIONS, TEACHERS DO NOT REGARD THEIR NORMATIVE STRUCTURE AS MANDATORY. THE AUTHOR CONCLUDED THAT (1) ROLE NORM AGREEMENT, EVEN AMONG PROFESSIONALS, MAY RANGE FROM NEAR ZERO TO NEAR 100 PERCENT, (2) ROLE NORMS FOR ALL POPULATIONS THROUGHOUT THE CULTURE SEEM TO BE AMBIGUOUS, (3) THE NORMATIVE STRUCTURE IS FAIRLY PERMISSIVE, AND (4) TEACHERS CONSEQUENTLY HAVE DIFFICULTY IN ACCURATELY PERCEIVING THE NORMATIVE EXPECTATIONS OF OTHER POPULATIONS REGARDING TEACHER BEHAVIOR. THIS DOCUMENT IS AVAILABLE FROM THE PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $2.00. (JN)

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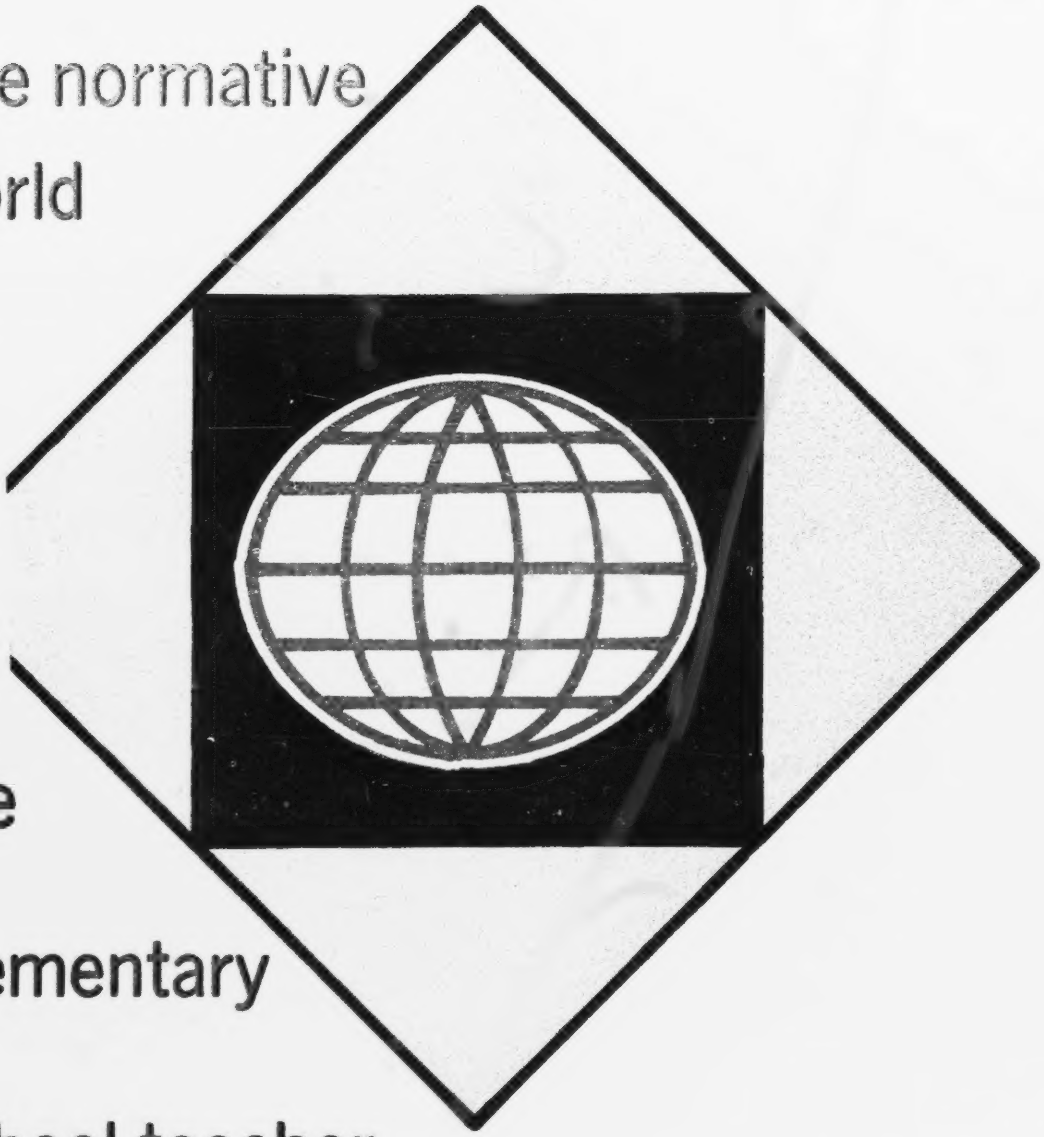

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John M. Foskett

Center for the Advanced Study of Educational Administration
University of Oregon

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The normative world of the elementary school teacher

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The normative world of the elementary school teacher

John M. Foskett

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Foreword

CASEA

The research findings reported in this monograph are based on a study conducted as part of the research program of the Center for the Advanced Study of Educational Administration. CASEA is a national research and development center which was established in 1964 at the University of Oregon under the provisions of the Cooperative Research Program of the United States Office of Education.

The Center's program is concerned with the internal organization and functioning of public educational institutions and educational systems and with the relationships of these institutions and systems to the larger environments in which they are located.

The Author

John M. Foskett is professor of sociology at the University of Oregon and research associate at the Center for the Advanced Study of Educational Administration. Professor Foskett completed his doctoral work at the University of California at Berkeley. From 1951 to 1957 he directed a series of community studies as part of the research program of the Northwest Project of the Cooperative Program in Educational Administration (CPEA). This program was supported by the Kellogg Foundation. Articles reporting this research have appeared in a number of educational journals.

Dr. Foskett has contributed chapters to several books in the fields of sociology and educational administration. These include: American Association of School Administrators, Thirty-Seventh Yearbook, *Educational Administration in a Changing Community* (Washington D.C.: American Association of School Administrators, 1959); Marvin B. Sussman (Ed.), *Community Structure and Analysis* (New York: Thomas Y. Crowell Company, 1959); and Donald E. Tope, et al., *The Social Sciences View School Administration* (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965).

The Study

The data for this study were gathered in a Pacific Coast community during February and March, 1965. Role norm inventories were completed by 367 teachers, 22 principals, the 7 members of the school board, the superintendent of schools, 603 citizens, 56 community leaders, and 207 parents of elementary school pupils. Harry F. Wolcott, assistant professor of education at the University of Oregon and research associate at CASEA, was associate project director for the study.

During March and April, 1967, this study was replicated by Dr. Foskett in another and contrasting community. Data from the second survey will provide the basis for a comparative analysis of the two community studies in a future CASEA monograph.

The findings reported here are based on a study of the community normative structure as it pertains to the position of elementary school *teacher*. A companion monograph by Dr. Foskett based on this study will be devoted to the position of elementary school *principal*.

Contents

FOREWORD v

Chapter 1 Introduction and research design 1

2 How teachers view their own position 15

3 How others view the position of teacher 40

4 Differential views of teachers and others 61

5 Conclusions 80

APPENDIXES 87

CHAPTER 1

Introduction and research design

The fact that public education operates within the context of the wider community means that an understanding of educational organization and administration, together with the many problems confronting the schools, must include an analysis of the relationship of the educational enterprise to relevant features of the wider social system. While it is obvious that public school affairs are interrelated in a variety of ways with the people and activities of the community and that this relationship imposes a wide range of possibilities and limitations upon the activities of the schools, the details of this relationship are far from obvious. Although the basic idea of the interdependency of the schools and the community is suggestive and promising, it can be of little use in the formulation of policies and the development of concrete programs until detailed and empirical investigation uncovers the types and forms of the relationship.

Many of the problems experienced by school officials in the administration of the educational program, by teachers as they work with students and with parents, by students as they engage in school activities, by the citizens in their efforts to understand or influence the work of the schools, and by the several other segments of the community as they find themselves involved in the educational process, are a consequence of basic features of the context within which individuals and groups carry on their activities. For example, what is sometimes seen as failure or inadequacy on the part of public school personnel may be a result of divergent goals on the part of school officials and the people of the community. What may appear as a lack of motivation by students may be a matter of ambiguities in the role of youth. What at first glance is viewed as lethargy on the part of the general public may turn out to be a function of the position of certain segments of the population in the total social system. Indeed, what sometimes looks like opposition by individuals or groups to the educational program may be more a matter of differential access to information about educational policies.

If one accepts the basic premise that the public schools carry on their activities within the context of the wider community, then these and other problems can be better understood if the nature of the context is known.

There are a number of approaches that an investigator may follow in a study of the community context of public school education. Broadly, the various approaches may be grouped under two main types: (a) a study of the "organizational setting" of the community, and (b) a study of the "normative setting" of the community.

The organizational setting

The most frequently used approach to the study of the community setting of public school education is the systematic observation of the various governmental units, voluntary associations, officials, community leaders, and other individuals or groups that in one way or another impinge upon the policies and activities of the schools. Such observations typically pertain to the membership and activities of the various organizations or groups, their functional relationship with each other and with the educational program, the values and policy positions of each organization or group as they relate directly or indirectly to the affairs of the schools, the actual part played by different groups and functionaries in the outcome of specific educational issues, and the like. As an example, studies of this type may focus on the power or influence exercised by community leaders in the formulation or modification of educational policies.

Research of this order, particularly when it involves the comparison of data from several communities, can lead to significant findings and have important implications for the policies and practices of school districts.

The normative setting

A second approach, and the one to be followed here, is to focus attention on the rules or norms that individuals have for themselves and for each other. Rather than observe the actual behavior of individuals or groups, the investigator looks at the normative structure in the form of the expectations that individuals have for themselves and for each other and that thus guide behavior and relate individuals and groups to each other.

It is true that behavior does not correspond exactly to the rules or norms that individuals accept for themselves and that there may be even less correspondence between behavior and the role expectations of others. At the same time, there is a relationship to the extent that behavior is significantly conditioned or controlled. The extent to which behavior corresponds to the normative structure will vary from individual to individual, from role norm to role norm, and from time to time. The nature and extent of this correspondence is an empirical question and is subject to systematic investigation.

Assumedly, if there were high agreement among all individuals in a given social system regarding the rules of behavior for every situation, and these rules were explicit, interpersonal and intergroup interaction would tend to be orderly. Conflict would be at a minimum. If, on the other hand, different individuals were to have widely different notions as to what is correct behavior in given situations and the various rules were ambiguous, one would expect stresses and strains in social relations, difficulties in role performance, and a maximum of conflict. It is in this sense that much can be learned about behavior from an analysis of the state of the normative structure, particularly the stresses and strains built into the system of rules of a society.

Thus the normative approach goes behind the organizational structure and seeks to account for certain features of the organizational structure in terms of characteristics of the normative structure. While the choice between these two approaches is in part a matter of judgment on the part of an investigator, the study of the normative structure may be viewed as logically prior to the study of the organizational structure and, in a sense, more basic. Even granting the reciprocal relationship of the organizational and normative structures, the latter may be less affected by current events and the unique elements in any given situation or community. Ultimately, these two approaches have a common universe of investigation. They differ in their conceptual schemes and each has its own strategy of inquiry. However, the tested findings of one should complement the findings of the other and eventually the findings of each should be reducible to the other.

THE CONCEPTUAL FRAMEWORK

The design of the study reported here is based on an explicit conceptual framework built around the central concepts of *position* and *role.*

Position

One of the most obvious features of human social behavior is the division of labor whereby different individuals engage in different kinds of activity and are guided by different rules of conduct. The nature and extent of these differences are revealed by the labels individuals use in identifying or characterizing each other, such as minister, farmer, teacher, plumber, lawyer, engineer, foreman, husband, father, student. Other labels refer to religious affiliations, political preference, official office, leisure time activities, and a host of special activities identified with given individuals.

Because social behavior always involves individuals acting toward specified other individuals, there is always some kind of a relationship between acting individuals. The term *position* refers to this relationship. The position of teacher involves a relationship between teacher and pupil. The position of husband involves a relationship between husband and wife. It is then in the sense of a relationship between individuals that one can speak of social *position* (status).

In any social system, be it large or small, there is a finite number of empirically identifiable positions and each individual in the society occupies a number of such positions. The particular positions that individuals occupy are not random or always a matter of choice. Some positions are ascribed in the sense that individuals are assigned to them by virtue of such characteristics as age and sex. Other positions are acquired over time by reason of some kind of effort. This is the case of such positions as president of an organization, parenthood, teacher, and opera singer. However, some positions are easier to acquire than others. For many positions there are entrance requirements such as educational level, special abilities, age, experience, ethnic background, and wealth.

Some positions are sequential in that a prior position must be occupied before a subsequent position can be acquired. This is typically the case for positions based on age, educational level, tenure, or experience. One must occupy the position of public school pupil before that of a college student, and that of an apprentice before that of a journeyman.

There are many other limitations to the occupancy of positions. Some positions are mutually incompatible or exclusive in that it is difficult or impossible for an individual to occupy all of them at the same time. An individual cannot easily occupy the positions of child and married person simultaneously. In some cases the incompatibility of positions is recognized by law or custom. Thus members of the President's Cabinet are not permitted to own stock in firms holding government contracts. In many cases, however, individuals voluntarily move into and out of positions so as to minimize the extent of the incompatibility experienced. It is for this reason that certain combinations of positions are infrequently occupied simultaneously. Conversely, certain positions appear to be mutually reinforcing or functionally interdependent to the extent there is some tendency for an individual who occupies one position to also occupy a related position.

A persistent difficulty in the use of the concept of position is that of determining the extent of relationships constituting a position, i.e., the boundary lines for a position. Sometimes the concept is used to refer to a highly restricted set of relations such as the position of blackboard monitor in a public school classroom, sometimes to a wider range of relationships such as that of pupil, and sometimes even to the wider set of relationships associated with youth.

A simple resolution of this difficulty is provided by holding that positions can be conceived of at different levels of inclusiveness and that a more inclusive position is composed of a number of less inclusive positions. This resolution is not completely satisfactory for it may lead to a degree of fuzziness in any systematic analysis of a structure of positions.

An alternative resolution is provided by relating the notion of position to a given social structure. Thus, if the social structure under observation is limited to housekeeping relationships in a public school classroom, then for that universe of behavior blackboard monitor is a complete position. If, on the other hand, the social structure under observation is the total classroom, then classroom pupil is the total position. But if the social structure being observed is the community or a total society, then youth may be the relevant position to describe the relationships of an individual to other individuals. Another way of stating this view is to make position relevant to a given population of actors in a given situation rather than a fixed entity for any and all situations.

The relating of position to a given social system or population has another advantage in that it resolves the apparent problem of overlapping positions such as businessman and community leader. In addition, the variable use of the concept of position suggested here eliminates the need to distinguish between active and passive positions at any one moment in time for a given actor.

In part, the problem of inclusiveness and exclusiveness in identifying and differentiating between positions would appear to be related to the almost universal practice of using folk language as a classification scheme for positions. In any culture, over a period of time, traditional labels come to be developed as a means of designating the positions of individuals, i.e., their relationships with each other. These labels may refer to occupation (lawyer or teacher), socio-economic status (upper class or professional), legal status (prisoner or alien), kinship status (brother or aunt), physical characteristics (male or midget), official office (mayor or state senator), organizational membership (Legionnaire or member of AMA), functions performed (leader or entertainer), and a number of other ways of designating "place" in a social system. These labels vary in scope of relationships and crisscross each other. When used in the folk language there was implicit in each case, even though never stated, a relevant population, social system, or situation.

When social scientists began to analyze human behavior in terms of position occupied, this folk language was taken over and used as a classification scheme. However, the original implicit relevant population, social system, or situation was more or less ignored and the various positions were thus regarded as autonomous or absolute units of society. Because the folk labels were based on "socially" recognized differences in relationships, they could not avoid reflecting these differences. If the implicit relevancy of these labels was to be made explicit, some of the confusion regarding the boundaries of position would be avoided.

For any society there tends to be a relatively stable and persistent pattern of positions. Given a finite number of positions based on the functions to be performed, established requirements for entrance into positions, patterns of sequences from one position to another, and patterns of simultaneous position occupancy, there is an overall structure to the system of positions. For any given society this structure can be identified empirically and treated as an independent variable in the explanation of a wide range of theoretical problems regarding social phenomena.

Role

The above discussion of the concept of position was necessarily abstract and general due to the fact the concept itself does not have an immediate empirical referent. Rather, it represents a way of thinking about the relationship of individuals to each other and points to the basic fact of a division of labor in society. Ultimately, the concept of position can be given empirical content only in terms of the patterns of behavior associated with each position. This is done by means of the related concept of role.

The starting point for the present discussion of the concept of role is the observation that most, if not all, human social behavior takes place in some kind of a recurrent situation. While new types of situations emerge from time to time, they either do not happen again, and hence are "nonexistent" as far as human social behavior is concerned, or they become recurrent. Examples of recurrent situations are: the introduction of strangers to each other; a housewife buying food at a grocery store; a worship service in a church; borrowing money at a bank; the entertainment of friends at dinner; being a patient in a hospital; attending a concert; visiting a sick friend; a marriage ceremony; a game of tennis; and the celebration of a wedding anniversary. A review of all activities of an individual during a given day will identify literally hundreds of recurrent situations, some so commonplace that one hardly recognizes them as situations. In some instances, such as birth and death, the situation may not be recurrent for the individual but is recurrent for society as a whole.

In any particular recurrent situation, a number of different ways of acting are potentially possible, but, in the course of time, a particular way of acting comes to be preferred over the other ways, comes to be generally recognized as the "best" way of acting, and thereby becomes a rule or norm for designated actors in that situation. In some instances it would appear that the particular selection, such as driving on the right hand side of the road, is more or less accidental and arbitrary. In other instances, such as respecting other peoples' private property, the selected way of acting may be more functional than others for the group. In the context of the present discussion, the nature of the process of selection is less important than the fact such a selection does take place. The simple fact is that there are norms identified with specific recurrent situations. Always these norms are for a given relevant population and they may vary from one population to another.

The extent to which behavior norms are situation-linked is revealed by such familiar phrases as "You put me in such a position that I cannot refuse," "The situation was such that I had to conceal the truth," or "What would you do in such a situation?" Indeed, implicit in all social norms, if not explicitly stated, are the situations in which the norms apply.

Typically, there is more than one norm for each actor in a given recurrent situation. In such a simple situation as that of an individual introducing two strangers to each other at a dinner party in a private home, there are norms as to which of the two strangers is presented to the other, the forms of address used, and the nature and extent of the identification of each. Similarly, there are several norms regarding the behavior of the strangers toward each other at the time of introduction as well as toward the person making the introduction.

The several norms for a given actor in a given situation constitute an empirically observable unit in that they appear together as a set or complex of rules of behavior for that situation. Such units constitute the basic element of which roles are composed. In the above example, the set of rules for an actor who is introducing two strangers is a part of a yet larger set of norms that makes up a role such as that of "hostess." The number of these basic units or role elements is large even for such a specific role as hostess.

The basis for the combining of role elements to form roles is the category or group of persons (positions) toward which an individual is acting. Thus a person occupying a given position, such as that of teacher, will have several roles by virtue of the fact that such a person will from time to time act toward different categories or groups of others. From time to time teachers will act toward pupils in the classroom, toward parents in conferences or school visits, toward colleagues, toward supervisors or superiors, toward the citizens of the community, etc. The complex of norms associated with each of these categories of others constitute separate roles, i.e., role of classroom instructor, role of communication with parents, role of colleague, role of subordinate, role of citizen, etc. For each of these roles there is a separate and distinguishable set of norms such that the behavior of a teacher changes markedly when he or she moves from interaction with one category of individuals to another.

A given individual typically occupies a number of positions, each having a number of roles. Thus a teacher may simultaneously occupy such other positions as that of a wife-mother, daughter-sibling, church member, club member, etc. In any given society there are typical combinations of roles that make up positions and typical patterns of multiple positions that individuals occupy simultaneously. While these combinations and patterns are relatively stable, changes do take place over time. For instance, not many years ago it was unusual for a person to occupy simultaneously the positions of teacher and wife. Today this combination is typical.

Because we are accustomed to thinking about positions and roles in terms of the folk language, it is difficult to draw boundary lines around role elements, roles, and positions. The specification of individual roles and positions cannot be done on an *a priori* basis but must be achieved through systematic empirical observation within some kind of a conceptual framework such as that suggested here. As discussed above, the boundary lines for roles and positions will be determined, at least in part, by the scope of the social system under observation.

THE PROBLEM

Working within the framework outlined above, this study seeks to carry out an initial mapping of that portion of the normative structure in the subject community which pertains to the position of elementary school teacher. Inasmuch as any normative structure will be composed of the views of all relevant populations, this mapping process must include not only (1) the way teachers view their own position; but (2) the perceptions that teachers have of the views of other populations within the community; and (3) the actual views of each of the populations of others.

In order to secure such data, a role norm inventory for the position of elementary school teacher (Appendix A) was administered to each of the subject populations. The elementary school teachers were asked to respond to each of the 45 role norm statements contained in the inventory in terms of (1) their own views as to what is proper behavior for teachers, and (2) what they believe to be the views of each of the other populations (citizens, parents, community leaders, members of the school board, the superintendent of schools, and elementary school principals). In turn, the subject members of each of the populations of others were asked to respond to each role norm statement in the same inventory, indicating how they think teachers should act.

Given these data, a series of comparisons of responses can be made within and between populations and the following questions asked:

1. To what extent do the members of each population agree among themselves, by individual norms, by roles, and by total position of elementary school teacher?

2. What is the range of agreement from one role norm to another for each population?

3. How do the several populations compare with each other in regard to amount of agreement?

4. To what extent do the several populations agree with each other in their responses to the role norm inventory?

5. To what extent do teachers agree among themselves as to the views of each of the populations of others?

6. What is the prevailing response of each of the populations to each of the role norm statements?

7. To what extent do each of the populations differ from each of the other populations in their prevailing responses?

8. To what extent do teachers' perceptions of the prevailing views of each of the populations of others differ from their own views?

9. To what extent are teachers able to perceive accurately the views of each of the populations of others?

It is assumed that when the data are analyzed and answers are secured to the above questions certain patterns will be discovered. In turn, these patterns of similarities and differences will be related to problems confronting school personnel and the community as a whole.

THE SUBJECT COMMUNITY

The data for this study were gathered in a Pacific Coast city situated in an agricultural valley and located on a main highway connecting it with a number of smaller agricultural communities. Like many American cities, it is experiencing a relatively rapid rate of growth through population increase and a series of annexations. In addition to being a political center, it provides a wide range of services for a large surrounding area. Agriculture, lumber, and light industry constitute other important segments of the economic base of the community.

The subject community was selected to provide a base line for later comparisons with other communities. Being a medium size city (62,800 in 1964), it was large enough to provide some differentiation among the members of the community and a sufficiently large number of school personnel to make possible controls for a series of variables. In addition, present and future research plans make it desirable that the first community be one in which the educational program is relatively stable and in which there is a minimum of conflict. The present superintendent has held office for ten years and school-community relations appear to be good. There are no visible anti-school groups in the community and although there are variations in voter support in different areas of the city the citizens have consistently voted favorably at school budget and bond elections. Subsequent replications of this initial study will be carried out in different kinds of communities and in communities in which the public schools do not enjoy the degree of public support evident in the present case.

Subject populations

The focal population for this study is all elementary school teachers (grades 1-6) in the 34 elementary schools in the school district. Twenty-two of these elementary schools have full-time principals and 9 to 24 teachers in each school. The remaining 12 elementary schools are located primarily in the outlying areas of the school district and have teaching-principals with faculties ranging from 2 to 8. Out of a total of 397 teachers, usable schedules were completed for 367 teachers, a 92 per cent completion rate. Other school personnel included in the subject populations are the 22 full-time elementary school principals, the superintendent of schools, and the seven members of the school board.

In addition to school personnel three lay populations are included in the study, citizens, parents, and community leaders. The citizen population was selected by means of an area probability sample of 750 adult citizens living within the school district boundaries. This sample yielded 607 completed and usable schedules for a completion rate of 81 per cent. The population of 56 community leaders was identified by means of a three stage nominating technique. A special population of 208 parents of elementary school pupils was randomly selected from three different and somewhat controlling elementary school attendance areas.

Field procedures

As a first step in initiating field work the project directors engaged in a series of conversations with the superintendent of schools and members of his staff. It soon became clear that the superintendent and his staff were enthusiastic about the research project and would give their full support to it. The next step was to meet with the members of the school board and explain in some detail the nature and objectives of the study. Again interest and support were expressed. The project directors then attended a meeting of all elementary school principals and explained the study. The final step was to communicate with all elementary school teachers by means of a letter. The actual interviewing of the elementary school teachers and principals was carried out by the research team by means of group interviews.

Individual face to face interviews of the citizen sample and of the two special populations of leaders and parents were conducted by a public research firm.

The schedule

The schedule administered to each population consisted of two parts. The first part contained items of a demographic nature and items to provide data for a series of measures. The second part consisted of a role norm inventory for the position of elementary school teacher containing 45 items divided into norms for four selected roles as follows: acting toward pupils, 15 items; acting toward colleagues, ten items; acting toward parents, ten items; acting toward the wider community, ten items.

The selection of role norm statements for the position of teacher was done on the basis of specific criteria. Excluded were statements of the attributes of individuals, statements pertaining to functions or goals, statements so broad or general that a specific form of behavior could not be identified, and statements that were vague or ambiguous. An effort was made to state all role norms in terms of specific and explicit rules of behavior.

The first step in the development of the role norm inventory was to compile an extensive list of role norms from the literature, previous studies, suggestions made by teachers from another community, and suggestions made by the research team. From this original list of several hundred role norm statements an initial inventory of 55 items was selected on the basis of the criteria stated above. Following a series of field tests a number of changes were made in wording and ten statements were deleted leaving a final inventory of 45 items.

Five response categories were provided for each role norm statement as follows: *definitely should*, *preferably should*, *may or may not*, *preferably should not*, and *definitely should not*.

Six copies of the role norm inventory were given to each teacher. The first copy contained the lead phrase "I think that an elementary school teacher . . . " and the teachers were asked to check the response category representing their own views for each role norm statement. The remaining five copies of the inventory were used to secure the teachers' perceptions of the views of each of the other populations. Thus, a second copy of the inventory contained the lead phrase "I think that most people in ——— would say that an elementary school teacher . . . " and the teachers were asked to complete this copy by checking the response category representing what they thought would be the view of most citizens in the community. A similar lead phrase was used on the other copies to elicit the judgment of teachers regarding the views of principals, community leaders, members of the school board, parents of elementary school pupils, and the superintendent of schools. Thus, responses were secured from all teachers representing their own views and their perceptions of the views of each of the six populations of others for each of the 45 role norms in the inventory.

In turn, the role norm inventory containing the lead phrase "I think that an elementary school teacher . . . " was administered to each of the populations of others.

Basic measures

Two of the measures used in this study pertain specifically to the role norm inventory and can be described at this point. The first measure was designed to indicate the extent of agreement (or consensus) among the members of a given population. Because no assumptions could be made regarding equal intervals between each of the five response categories, it was necessary to find some type of an ordinal measure. The instrument finally adopted, and to be referred to as the Agreement Score, is a simple measure of cumulative relative frequency distribution developed by Professor Robert Leik, University of Washington. The theoretical range for this score is from —1.0 where 50 per cent of the responses are in each of the extreme categories, through 0.0 where 20 per cent of the responses are in each category, to +1.0 where all responses are in one category.[1]

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[1] A full description and explanation of this measure may be found in Robert K. Leik, "A Measure of Ordinal Consensus," *Pacific Sociological Review*, 9 (Fall, 1966).

The second basic measure is a mean Response Score designed to indicate the prevailing or average response from *definitely should* to *definitely should not*. The mean Response Score is calculated by assigning the values of 1 to 5 to each of the response categories in turn, beginning with *definitely should*, and then determining the mean value of all responses.

CHAPTER 2

How teachers view their own position

As set forth in the statement of the research design in Chapter 1, the broad objective of this study is to identify the characteristics of the community normative structure as it pertains to selected educational roles. The first step in the analysis of the data will be to identify the teachers as a population and to examine their responses to the teacher role norm inventory in terms of how they think elementary school teachers should act and how they perceive the views of the populations of others.

THE TEACHER POPULATION

As with any specific occupational group, there is a tendency for many people to think of teachers as a homogeneous group, each teacher being essentially like every other teacher. When a particular population of teachers is examined, however, it is found that they vary markedly in a number of respects.

Age and sex composition

Of the 367 teachers in this study, 69 (18.8 per cent) are males and 298 (81.2 per cent) are females. For the population as a whole, 142 (38.7 per cent) are under 30 years of age; 61 (16.6 per cent) are 30-39 years of age; 57 (15.5 per cent) are 40-49 years of age; 83 (22.6 per cent) are 50-59 years of age; and 24 (6.5 per cent) are age 60 and over. However, there is a marked difference in the age composition of males and females. Over 85 per cent of the male teachers are under 40 years of age as compared to 48.3 per cent for female teachers. Correspondingly, more than half of the female teachers are over 40 years of age as compared to less than 15 per cent of the males. It is of interest that only 11.1 per cent of the female teachers are in the age group 30-39, a period when many women leave teaching to raise their families. The larger per cent of women teachers in the 40-49 and 50-59 age groups may reflect a return to the classroom after their children are partially grown or other changes in circumstance that make employment possible or necessary. The small number of males above 40 years of age is due, assumedly, to the fact that it is only in recent years that men have been entering elementary school teaching and to the fact that many male teachers leave the classroom to assume administrative positions in the school system or enter better paying positions elsewhere.

Table 1: Per Cent Distribution of 367 Elementary School Teachers by Age and Sex

	Age					
Sex	20-29	30-39	40-49	50-59	60-69	Total
Males	44.9	40.6	10.1	4.5	0.0	100.1%
Females	37.2	11.1	16.8	26.8	8.1	100.0%
Total	38.7	16.6	15.5	22.6	6.5	99.9%

Teaching experience

As with age, teachers vary in number of years of teaching experience. Table 2 shows the distribution of teachers by total years of teaching experience and years of teaching in the subject community. A relatively large per cent (51.4) of the teachers have taught three years or less in the local district, due in part to turn-over and in part to an increase in pupil enrollment in recent years. Another 28.6 per cent have taught four to 10 years; 17.3 per cent 11 to 20 years; and 2.7 per cent over 20 years. In terms of total years of teaching experience, the corresponding percentages are 33.6, 26.4, 18.1, and 22.0.

The differences in total number of years of teaching experience and years taught in the present system indicate that a large portion of the teachers have had prior experience in other communities and assumedly bring with them a variety of views regarding the position of teacher. One-third (34.6 per cent) of the teachers have taught in the present system only, another third (36.5 per cent) have taught in one or two other systems, and one-quarter (25.1 per cent) have taught in three or more other systems. Information regarding the remaining 4.8 per cent is not available.

Table 2: Number and Per Cent Distribution of 364 Elementary School Teachers by Number of Years Teaching Experience and Number of Years Taught in Community

Number Years Taught in Community	Number Years Teaching Experience				
	3 or less	4 to 10	11 to 20	Over 20	Total
3 or less	122	44	10	11	187 (51.4%)
4 to 10		52	34	18	104 (28.6%)
11 to 20			22	41	63 (17.3%)
20 and over				10	10 (2.7%)
Total	122 (33.6%)	96 (26.4%)	66 (18.1%)	80 (22.0%)	

Career plans

As is shown in Table 3, 78.7 per cent of all teachers reported that education is their "career" and 21.3 per cent indicated a desire to leave the field of education either to devote full time to their present or future family (15.5 per cent) or to enter other fields of work (5.7 per cent). Fifty-eight per cent reported that they would continue as classroom teachers and 20.7 per cent indicated plans to enter other types of educational work. Thus, only a little over half of the teachers have a full commitment to classroom teaching and one-fifth have a minimal commitment in that they plan to leave education as a career. Of those planning to leave education in favor of family life, 93 per cent are under 30 years of age even though this age group makes up only 39 per cent of all teachers. Of those who regard teaching as a permanent career 73 per cent are age 30 and over.

Table 3: Number and Per Cent Distribution of Elementary School Teachers by Career Plans

Remain in Field of Education:	289 (78.7%)	
Continue as Classroom Teacher		213 (58.0%)
Enter Administrative or Supervisory Position		39 (10.6%)
Enter Teacher Training Position		9 (2.5%)
Other		28 (7.6%)
Leave Field of Education:	78 (21.3%)	
Devote Full Time to Present or Future Family		57 (15.5%)
Other Career Plans		21 (5.7%)
Totals	367 (100.0%)	367 (99.9%)

Marital and parenthood status

Another situational variable serving to differentiate teachers is marital and parenthood status (Table 4). In contrast to the pre-World War II period, most teachers today are married and living with spouse. In the subject population 71.7 per cent are in this status, 19.3 per cent are single, and less than ten per cent are widowed, divorced or separated. The stereotype of the "old maid" elementary school teacher does not hold inasmuch as the majority (70 per cent) of those who are single are under thirty years of age.

The teachers do not appear to differ from the general population in regard to having had the experience of raising children. While only a little over half (56.4 per cent) of all teachers report having children, 70 per cent (207 out of 296) of those who are or have been married have children.

Table 4: Number and Per Cent Distribution of Elementary School Teachers by Marital and Parenthood Status

	Parenthood Status		
Marital Status	Children	No Children	Total
Single	—	71	71 (19.3%)
Married w/spouse	181	82	263 (71.7%)
Widowed, Divorced, Separated	26	7	33 (9.0%)
Total	207 (56.4%)	160 (43.6%)	367 (100.0%)

Grade level

The teachers in this study are evenly divided between the primary and intermediate grades, there being 178 teachers in grades 1-3 and 175 teachers in grades 4-6. A comparison of these two groups reveals that the older and hence more experienced teachers are over-represented in the lower grades and the younger and less experienced teachers correspondingly over-represented in the higher grades. For example, 61 per cent of the teachers who have been teaching over ten years are teaching at the elementary level and 39 per cent are teaching at the intermediate level. The corresponding percentages for those teaching ten years or less are 44 and 56.

The primary reason for the unequal distribution of teachers by length of teaching experience as between grade levels is that very few males have been teaching more than ten years (10 per cent as compared to 48 per cent for females) and all males are teaching at the intermediate level.

TEACHERS' OWN VIEWS AND THEIR PERCEPTIONS OF THE VIEWS OF OTHERS

There are two dimensions to the view that individuals have of their position in a social system. One dimension consists of what they regard as proper behavior for individuals in their position and the other dimension consists of the perceptions they have of the expectations others have for their behavior. Thus, a teacher's view of the position of teacher involves both what a teacher regards as proper behavior for teachers and what a teacher thinks others (e.g., parents, citizens, principals, school board members, community leaders, etc.) would regard as proper. While these two dimensions may be considered separately for purposes of analysis, they are interrelated in a variety of ways. For example, the expectations that individuals have for themselves are in part the result of an internalization of what they think others expect of them. Also, the way individuals view their own position involves an awareness of differences between self expectations and the expectations of others as well as an awareness of differences between the expectations of different categories of others. Because of this dual nature of any given position, the analysis that follows will include both teachers' own views and their perceptions of the views of selected relevant others.

The range of agreement among teachers

In discussions of the normative structure as found in the literature there is a tendency to define norms in terms of universally held rules of behavior. While this may be necessary and appropriate in developing conceptual models of the normative world, the actual state of the normative world does not and cannot correspond to the model of complete agreement. The first question to be asked here, then, is how much agreement is there among teachers regarding the role norms for their position as elementary school teacher.[1]

Agreement Scores were calculated for each of the 45 norms in the elementary school teacher role norm inventory for teachers' own responses to the inventory and for their perceptions of the views of each of the other populations included in the study.[2] Table 5 shows the lowest and highest Agreement Scores for any one role norm, and the mean Agreement Score for all 45 role norms by teachers' own views and by their perceptions of the views of each of the other populations.

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[1] For an excellent discussion of the postulate of role consensus see Neal Gross, Ward S. Mason, and Alexander W. McEachern, *Explorations in Role Analysis*, (New York: John Wiley and Sons, 1958) Chapter 3.

[2] These scores are shown in Appendix B.

Range of Agreement Among Teachers: Own Views. When teachers report how they think teachers should act, the Agreement Scores range from a low of .082 for role norm #35 ("... exercise great caution in expressing views outside the classroom on controversial issues because of their position") to a high of .962 for role norm #34 ("... discuss freely with parents the weaknesses of other teachers"). This represents a range from near zero agreement to almost complete agreement. Further, when all 45 norms are ranked and plotted from low to high by Agreement Scores they approximate a linear regression. The greatest deviation from a linear regression occurs at both extremes, the two lowest scores dipping markedly and the three highest scores rising abruptly. In general, however, the various norms represent a wide range of points on a continuum of agreement from low to high.

It is to be noted that when the teacher role norm inventory was originally developed there was no way to insure that the particular norms selected would be representative of the total universe of norms for the position of elementary school teacher, even though some effort was made to select norms that would be "representative" in the judgment of the investigators. It must be recognized as possible, therefore, that the distribution of Agreement Scores is a function of the particular selection of norms.

Table 5: Lowest and Highest Agreement Scores for Individual Role Norms and Mean Agreement Scores for 45 Role Norms, by Teachers' View of Their Own Position and by Their Perception of the Views of Other Populations

	Lowest Agreement		Highest Agreement		Mean Agreement
	Score	Norm No.	Score	Norm No.	Score All Norms
Teachers' View of Own Position	.082	35	.962	34	.453
Teachers' Perception of the Views of:					
Principals	.127	35	.915	34	.469
School Board	.117	35	.826	34	.449
Superintendent	.151	16	.931	34	.464
Community Leaders	.153	6	.614	19	.440
Parents	.168	35	.630	19	.450
Citizens	.235	15	.640	39	.461

Range of Agreement Among Teachers: Perceptions of the Views of Others. There is a similar wide range of agreement among teachers when they attempt to predict the responses of other populations to the teacher role norm inventory, although not as great as for teachers' own responses.

As is shown in Table 5, the lowest Agreement Scores among teachers when giving their perceptions of the views of each of the six populations of others vary from .117 in the case of the school board to .235 in the case of citizens, scores only moderately higher than the score of .082 when teachers report their own expectations. Further, for three of the populations of others (parents, principals, and the school board), the role norm where teachers are in least agreement regarding what others would say is #35 ("... exercise great caution in expressing views outside of the classroom on controversial issues because of their own position"), the same role norm where teachers themselves are in least agreement. For each of the other three populations, the corresponding Agreement Scores among teachers for this norm are similarly low, .236 for citizens, .186 for leaders, and .206 for the superintendent. This is an example of a general tendency for teachers to disagree regarding the views of others whenever they disagree regarding their own views.

The lowest Agreement Scores among teachers when predicting the responses of citizens, leaders, and the superintendent, respectively, are for role norm #15 ("... encourage pupils to question the opinion held by the teacher"), role norm #6 ("... give greater attention to the more capable than the less capable students"), and role norm #16 ("... devote time outside of regular teaching duties to school affairs, such as curriculum planning, without additional pay").

The highest Agreement Scores among teachers when reporting their perceptions of the views of each of the six populations of others vary from .614 to .931.

The difference in the range of scores between the school functionaries (principals, school board, and superintendent), on the one hand, and the non-school populations (citizens, parents, and leaders), on the other hand, is not as great as may appear. The high Agreement Scores of .915, .826, and .931 respectively, for the former are for role norm #34 ("... discuss freely with parents the weaknesses of other teachers"), the same norm where teachers were in highest agreement among themselves. If role norm #34 were deleted, the range of scores for teachers' perceptions of the views of each of the six populations of others would be very similar to each other with no scores exceeding .700.

Regarding role norm #34, it is of interest that the teachers are in very high agreement that principals, school board members, and the superintendent would respond *definitely should not* but they are in no such agreement as to the responses of parents, citizens, and leaders (scores of .445, .383, and .547, respectively.) Seemingly, teachers generally expect other school personnel to hold the same "professional" view as themselves and hence are in agreement as to what that view would be, but do not have such an expectation of the non-school populations, particularly parents, and thus tend to have varied perceptions.

Mean agreement scores among teachers

The mean Agreement Scores among teachers for all 45 role norms when giving their own responses to the inventory and when predicting the views of each of the six populations of others cluster around .450, less than 50 per cent agreement (Table 6). The wide and approximately continuous variation in extent of agreement among teachers from one role norm to another, be it their own responses or their perceptions of the views of others, and the relatively low mean Agreement Scores in each case, indicate that the actual normative world does not correspond to the conceptual model discussed above.

At this point the question arises as to whether the level of agreement found among members of the subject population of teachers is high or low. Would other populations of elementary school teachers be in greater or less agreement? Would other categories of individuals such as police officers, Catholic priests, restaurant waitresses, hospital nurses, or real estate salesmen have a similar or different level of agreement for a set of representative norms for their respective positions? An answer to these questions is not available but must await further inquiry.

Mean agreement scores within roles

When the teacher role norm inventory is broken down into the four designated roles, a systematic difference in mean Agreement Scores is found (Table 6). Teachers are in least agreement (.407) in regard to norms having to do with their behavior toward pupils (Role 1) whether they are responding in terms of their own views or are giving their perceptions of the views of each of the populations of others, and the level of agreement is essentially the same whether the teachers are reporting their own views or are predicting the views of each of the other populations. Apparently teachers do not have a stereotype of parents and others that would produce a higher agreement among themselves when anticipating responses than when giving their own views. Correspondingly, there does not appear to be a "professional code" among teachers to produce a higher level of agreement among themselves as to what is proper behavior toward pupils than their level of agreement as to the views of others. Finally, it is to be noted that teachers are in little more agreement regarding the views of other school personnel (principals, school board, and superintendent) than the views of the lay populations (parents, citizens, and leaders).

Teachers' agreement among themselves is highest for Role 4 (acting toward community), both as regards their own views and their perceptions of the views of each of the other populations, with the exception of the superintendent. As with Role 1, all mean Agreement Scores are similar, suggesting that neither a streotype nor a professional ethic is involved.

The mean Agreement Score for Role 2 (acting toward colleagues) and Role 3 (acting toward parents) are intermediate between Role 1 and Role 4. In the case of Role 2, teachers are in next to lowest agreement when giving their own views and when indicating how they think principals, school board members, and the superintendent will respond. For Role 3, teachers are in next to highest agreement regarding their own views and the expected views of the principals and members of the school board. Teachers are in no more agreement regarding the views of other school personnel as to teachers acting toward colleagues than the views of the lay populations.

The one role where there is more agreement among teachers as to the views of other school personnel than the views of the lay groups is Role 3 (acting toward parents).

Caution must be exercised when comparing the mean Agreement Scores for each of the four roles due to the fact the similarities or differences found could be a function of the selection of role norms in the first place. It could be, for example, that the norms selected to represent behavior toward the community happen to be norms where teachers tend to agree but the particular norms selected to represent teacher behavior toward pupils happen to be norms where teachers

Table 6: Mean Agreement Scores for Teachers' Own Views and Their Perception of the Views of Other Populations, by Roles and by Total Position

	Roles				
	(1) Acting Toward Pupils	(2) Acting Toward Colleagues	(3) Acting Toward Parents	(4) Acting Toward Community	Total
Teachers' View of Own Position	.407	.445	.489	.493	.453
Teachers' Perception of the Views of:					
Principals	.408	.483	.506	.508	.469
School Board	.400	.463	.474	.485	.449
Superintendent	.423	.473	.492	.489	.464
Leaders	.383	.477	.434	.496	.440
Parents	.410	.483	.416	.509	.450
Citizens	.415	.488	.445	.517	.461

are inclined to disagree. However, an examination of each of the role norms in each of the four roles would not suggest this possibility on a *prima facie* basis.

The similarity of mean Agreement Scores for teachers within roles regardless of the population involved suggests that teachers tend to think others have views similar to their own. As will be seen later this is not the case, for there are marked differences in role norm by role norm between teachers' own responses and their predictions of the responses of others, as well as between their predictions for each of the populations of others.

Mean response scores

Another step in the analysis is to examine the responses of teachers to each role norm statement in terms of content. By assigning the values of one to five to each of the five response categories, respectively, beginning with *definitely should*, it is possible to establish a mean score for all teachers and thus provide a measure of the central tendency of responses on the continuum from *definitely should* to *definitely should not.*

In typical conceptual models, the normative world is pictured as being composed of a body of well defined rules of behavior stated in the form of *shall* or *shall not.* This way of viewing the normative structure would regard all norms as being like the norm that a man shall be married to only one wife at a time or the norm that prohibits a brother from marrying a sister. Ways of acting that are different from that specified by the norm are categorically taboo. As will be shown below, and as in the case of extent of agreement, the real normative world does not correspond to such a model for there is a wide range from absolute insistence in the case of some norms to a broad permissiveness for other norms. Actually, only a few norms are completely mandatory. In some cases the norms specify preferred, but not required, behavior and in other cases the rule is that individuals have a choice among alternatives. The rule that individuals shall have a choice of behavior in any given situation is just as much a part of the normative world as a rule that makes a particular form of behavior mandatory.

The Distribution of Mean Response Scores. For a few of the role norms a large proportion of the teachers responded *definitely should* and most of the remaining teachers responded *preferably should* when reporting their own views. For such norms the prevailing view is that the behavior in question is mandatory. An example is role norm #5 ("... evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children"), where 73.6 per cent of the teachers responded *definitely should* and 23.7 per cent responded *preferably should* (Table 7). The mean Response Score for this norm is 1.31 indicating strong approval of the behavior.

Similarly, there are a few norms where there is strong disapproval on the part of teachers. For role norm #34 ("... discuss freely with parents the weaknesses of other teachers"), 95.6 per cent of the teachers responded *definitely should not* and 4.1 per cent responded *preferably should not*, the mean Response Score being 4.95.

For yet other norms the prevailing view of teachers is *may or may not*, indicating that teachers feel they should have a choice and that no sanctions should be imposed if the choice is one way or another. An example of such permissiveness is provided by role norm #44 ("... serve alcoholic beverages in their own homes"), where 82.2 per cent of all teachers responded *may or may not* and the mean score was 3.27.

In the examples that have been given, the per cent of responses in the modal response category is large, with the result that there is little dispersion of responses. This is always the case when the mean Response Score is high (near 1.0) or low (near 5.0). This is also the case for some of the norms where the score is near 3.0. However, there

Table 7: Mean Response Scores for Teachers' Own Views and Teachers' Perceptions of the Views of Others, by Level of Approval for Selected Role Norms

Role Norms by Level of Approval	Teachers' Own Views	Teachers' Perceptions of the Views of:					
		Citizens	Parents	Leaders	Principals	School Board	Superin-tendent
Strongly Approve:							
5. . . . evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children	1.31	2.09	1.96	2.08	1.43	1.79	1.51
30. . . . attend PTA or Parents Club meetings	2.04	1.75	1.71	1.66	1.63	1.72	1.71
31. . . . encourage parents to visit the classroom at any time	1.72	1.70	1.66	1.63	1.64	1.67	1.68
Permissive:							
11. . . . devote most of their time to working with individual pupils or small groups	2.86	2.94	2.84	3.01	2.76	2.95	2.90
25. . . . accept the judgment of parents when there is disagreement about the needs of the child	3.06	2.32	2.04	2.47	3.03	2.80	3.06
9. . . . permit each pupil to follow his own educational interests most of the time	3.21	3.20	3.20	3.26	3.11	3.26	3.20
Strongly Disapprove:							
10. . . . smoke in situations where a pupil might see them	4.13	4.18	4.21	4.15	4.28	4.17	4.08
14. . . . express their own political views in the classroom	3.95	4.30	4.31	4.29	4.18	4.36	4.21
34. . . . discuss freely with parents the weaknesses of other teachers	4.95	4.43	4.19	4.46	4.90	4.79	4.92

are a number of cases where the score is near 3.0 but the responses are distributed somewhat evenly among all five response categories. Such is the case for role norm #35 ("... exercise great caution in expressing views outside of the classroom on controversial issues because of their position") where the per cent distribution of responses over the five response categories is 16.0, 19.0, 24.2, 22.9 and 17.9, respectively. Thus, in some instances a mean Response Score near 3.0 means real permissiveness while in other instances it reflects a lack of agreement on any one form of behavior.

When the teachers report their perceptions of the views of the other populations, the range of scores is similar in each case to that for the teachers when reporting their own views, the principal difference being that the range of scores is slightly greater in the case of the teachers' own views. Table 7 shows comparable scores for selected role norms.[3]

When the mean Response Scores for all 45 role norms are ranked and plotted from low to high they approximate a linear regression similar to that for Agreement Scores. This is true whether it be for teachers' own views or their perceptions of the views of each of the other populations. Thus, for the role norms contained in the teachers' inventory, almost every degree of approval and disapproval is expressed by the teachers themselves and by their perceptions of the views of others. Thus, to the extent the norms used in the study are representative, the normative structure is characterized by *degrees* of approval and disapproval rather than by *absolute* approval and disapproval.

Distribution of Mean Response Scores by Teacher Roles. When the distribution of mean Response Scores within the four teacher roles are compared, some variation in the range of scores is found. While caution must be exercised in such a comparison, in view of the possible non-comparability of the four sets of norms, the differences are suggestive.

As is shown in Table 8, the widest range of scores tends to be for Role 3 (acting toward parents) and the narrowest range for Role 4 (acting toward community). The two remaining roles are intermediate.

In the case of Role 3, the range of mean scores for teachers' own views is from 1.45 for role norm #33 ("... attempt to find out what, in the home situation, may contribute to the misbehavior of a pupil") to 4.95 for role norm #34 (" . . . discuss freely with parents the weaknesses of other teachers"). Teachers are strongly in favor of checking the home situation and strongly opposed to discussing with parents the faults of other teachers.

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[3] The mean Response Scores for each of the 45 role norms may be found in Appendix B.

When teachers report how they think principals, members of the school board, and the superintendent would respond, there is a similar wide range in mean scores and the same two role norms, 33 and 34, with one exception, represent the two extremes of approval. Teachers appear to think other school personnel will be as insistent as themselves.

While these two role norms represent the upper and lower limits when teachers are predicting the views of citizens, parents, and leaders, the teachers do not see these populations being as opposed to the discussion of the weaknesses of other teachers as themselves or other school personnel. They do not always expect this "professional ethic" to carry over to the lay population.

In the case of Role 4 (acting toward the community) the range of scores among teachers is narrow, meaning that teachers are relatively permissive regarding their behavior in the community. For this role, the lowest mean Response Score is 2.37 for role norm #39 (" . . . spend an eight hour day at school") and the highest score is 3.54 for role norm #45 (" . . . patronize a cocktail lounge"). In both instances, the prevailing view is not far from *may or may not* (3.0).

When teachers give their perception of the views of others for Role 4, the same two role norms represent the extremes but the range of mean Response Scores is greater than in their own case, especially for parents, citizens, leaders, and members of the school board (the range in each instance being from less than 2.0 to over 4.0). Somehow, they expect the lay public and the school board to have stricter rules of behavior for teachers. Teachers see principals and the superintendent as being more "liberal" than the other populations, although less liberal than themselves.

When one compares the ranges of mean Response Scores for citizens, parents, and leaders, as between the four roles, there is little difference. Indeed, the ranges for Role 4 norms are greater than for Role 1. This could mean that the lower range of mean scores for Role 4 on the part of teachers, principals, and the superintendent is not a result of the norms being more "neutral" but rather of a more permissive attitude.

Table 8: Range of Mean Response Scores, by Teachers' Own Views and Teachers' Perceptions of the Views of Others by Teacher Roles

	Teacher Roles							
	(1)		(2)		(3)		(4)	
	Acting Toward Pupils		Acting Toward Colleagues		Acting Toward Parents		Acting Toward Community	
	Low	High	Low	High	Low	High	Low	High
Teachers' Own Views	1.31	4.39	1.47	4.05	1.45	4.95	2.37	3.54
	(5)	(7)	(18)	(24)	(33)	(34)	(39)	(45)
Teachers' Perception of Views of:								
Citizens	2.09	4.30	1.70	4.10	1.70	4.43	1.76	4.09
	(5)	(14)	(18)	(42)	(31)	(34)	(39)	(43)
Parents	1.96	4.31	1.71	4.04	1.66	4.19	1.81	4.05
	(5)	(14)	(18)	(42)	(31)	(34)	(39)	(43)
Leaders	2.08	4.29	1.63	4.15	1.63	4.46	1.71	4.14
	(5)	(14)	(20)	(42)	(31)	(34)	(41)	(43)
Principals	1.43	4.28	1.50	4.10	1.51	4.90	2.09	3.84
	(5)	(10)	(20)	(24)	(33)	(34)	(39)	(43)
School Board	1.79	4.36	1.44	4.17	1.67	4.79	1.81	4.14
	(5)	(14)	(20)	(42)	(31)	(34)	(39)	(43)
Superintendent	1.51	4.34	1.39	4.15	1.60	4.92	1.99	3.97
	(5)	(7)	(20)	(24)	(33)	(34)	(39)	(43)
Mean Difference	2.59		2.56		3.06		2.03	

Note: Numbers in parentheses below mean Response Scores identify the role norms.

Finally, for Roles 1, 2, and 3, teachers show a wider range of responses in regard to their own views than their perceptions of the views of each of the other populations. They tend to be more demanding of themselves than they think others are. For Role 4, the opposite is the case.

Distribution of Responses by Response Categories. Another way to characterize the responses of teachers on the continuum from *definitely should* to *definitely should not* is in terms of the distribution of all responses over the five categories.

Table 9 shows by roles and total position the per cent of responses in each response category by teachers' own views and by their perceptions of the views of each of the other populations.

In general, teachers are more demanding of themselves than they think the lay populations are but they see other school personnel as being equally as demanding as themselves. This pattern holds for Roles 1, 2, and 3 but is somewhat reversed for Role 4.

For example, for Role 1 (acting toward pupils) 32.4 per cent of all teacher responses regarding their own views were *definitely should* or *definitely should not*, 41.8 per cent were *preferably should* or *preferably should not*, and 25.8 per cent were *may or may not*. The corresponding percentages for teachers' perceptions of the views of citizens were 23.0, 53.6 and 23.6. The percentages for teacher perceptions of the views of parents and leaders are similar. Thus, teachers see the lay populations as responding less frequently than themselves in one of the "definite" categories and more frequently than themselves, in one of the "preferable" categories, with only a slight difference in the *may or may not* category.

In comparison, the teachers' perceptions of the views of the principals show 33.1 per cent in the "definite" categories, 46.4 per cent in the "preferable" categories, and 20.5 per cent in the *may or may not* category, and the corresponding percentages for teachers' perceptions of the views of the school board and the superintendent are similar. The difference between teachers' own responses and their perception of the responses of other school personnel is that teachers use the "preferable" categories less often and the *may or may not* category more often, suggesting that teachers see other school personnel as being slightly less permissive than themselves.

Although not as clearly marked, essentially the same pattern holds for Roles 2 and 3 and when all four roles are combined. In examining this pattern, it is not clear whether most teachers really think the lay populations are less definite in their views than themselves or whether, not being certain just how the lay public would respond, they hedged their predictions by using the "preferable" categories. However, in terms of the restraints imposed upon teachers by their perceptions of the views of others, it may not make any difference.

As indicated, the pattern for Role 4 (acting toward community) is different than for the other three roles. When giving their own views, the teachers responded *definitely should* or *definitely should not* only 15.5 per cent of the time, *preferably should* or *preferably should not* 32.9 per cent of the time, and *may or may not* 51.6 per cent of the time. Using teachers' perceptions of the views of citizens as an example of the way they perceive the lay populations, the corresponding percentages are 23.6, 47.3 and 29.0. Thus teachers are much

Table 9: Per Cent Distribution of Teachers' Own Responses and Their Expectations for the Responses of Populations of Others, by Response Categories for the Roles and Total Position of Teacher

	Teacher Roles				
Response Categories and Population	(1) Acting Toward Pupils	(2) Acting Toward Colleagues	(3) Acting Toward Parents	(4) Acting Toward Community	Total
Definitely Should or Definitely Should Not					
Teachers' Own Views	32.4	34.2	42.3	15.5	31.2
Teachers' Perception of Views of:					
Citizens	23.0	25.0	27.4	23.6	24.5
Parents	24.8	23.0	31.3	22.7	25.3
Leaders	24.7	28.7	31.1	29.1	28.0
Principals	33.1	31.0	42.3	16.1	30.9
School Board	29.3	33.8	36.5	25.7	31.1
Superintendent	31.7	37.6	42.1	20.2	32.8
Preferably Should or Preferably Should Not					
Teachers' Own Views	41.8	37.2	35.1	32.9	37.3
Teachers' Perception of Views of:					
Citizens	53.6	42.3	50.7	47.3	49.0
Parents	52.1	41.1	49.0	44.7	47.3
Leaders	53.1	42.2	46.9	44.1	47.3
Principals	46.4	41.8	38.6	38.0	41.8
School Board	49.0	41.7	41.9	44.1	44.5
Superintendent	46.9	40.2	39.1	42.7	42.8
May or May Not					
Teachers' Own Views	25.8	28.7	22.6	51.6	31.4
Teachers' Perception of Views of:					
Citizens	23.6	32.6	21.9	29.0	26.4
Parents	23.1	36.0	19.8	32.6	27.3
Leaders	22.4	29.1	21.9	26.8	24.8
Principals	20.5	27.2	19.1	45.9	27.3
School Board	21.8	25.5	21.5	30.1	24.4
Superintendent	21.3	22.2	18.9	37.1	24.5

more permissive in their own views for Role 4 than for the other three roles and much more permissive than they think citizens are. Also, the teachers see citizens, as well as the other lay populations, as being only slightly more permissive for Role 4 than the other roles.

In contrast to Roles 1, 2, and 3, there is a marked difference in the case of Role 4 between the teachers' perceptions of the views of principals and their perceptions of the views of the school board and the superintendent. They see the principals as being almost as permissive as themselves and much more permissive than the school board and the superintendent. In turn, the school board and the superintendent are seen as being only slightly more permissive than the lay populations.

In the discussion above of the range of mean Response Scores, it was pointed out that the normative structure is characterized by degrees of approval and disapproval in contrast to the idea sometimes held that the normative world is composed solely of required or prohibited forms of behavior. This fact is even more clearly shown when the per cent distribution of all responses to all norms over the five response categories is examined. Table 10 summarizes these data.

Table 10: Per Cent Distribution by Response Categories for Teachers' Own Views and Their Perceptions of the Views of Others

	Response Categories				
	(1) Definitely Should	(2) Preferably Should	(3) May or May Not	(4) Preferably Should Not	(5) Definitely Should Not
Teachers' Own Views	16.0	21.3	31.4	16.0	15.2
Teachers' Perceptions of Views of:					
Citizens	12.7	30.8	26.4	18.2	11.8
Parents	13.6	29.4	27.3	17.9	11.7
Leaders	14.9	29.6	24.8	17.7	13.1
Principals	16.5	23.6	27.3	18.2	14.4
School Board	15.6	27.1	24.4	17.4	15.5
Superintendent	16.6	24.7	24.5	18.1	16.2

Differences between teachers' own views and their perceptions of the views of others

A third step in the analysis of the responses of teachers to the role norm inventory for elementary school teachers consists of a comparison of the views of teachers with their perceptions of the views of others. This comparison is carried out by determining the difference in mean Response Scores for each role norm as between teachers' own responses and what they think would be the responses of each of the other populations and then averaging these differences for each role and all four roles combined. The resulting average difference per role norm provides a measure of the overall difference in views as seen by teachers. A similar comparison is also made between the views of other populations as perceived by teachers.

When teachers look at their own position through the eyes of others they recognize that there will be differences from their own views and hence will "correct" their own responses in order to arrive at what they think the members of another population would say. These "corrections" may or may not correspond to the actual views (to be discussed in Chapter 4) of the other populations but they do provide a picture of the normative world as seen by the teachers themselves.

As shown in Table 11, the average differences in mean Response Scores per role norm between teachers own responses and what they think would be the responses of citizens, of parents, and of leaders are .45, .46 and .45 respectively, or nearly one half of a response category. As can be seen, there is some variation in the extent of these differences as between the four roles. Teachers see more difference between their own views and those of the three lay groups in regard to Role 3 (acting toward parents) than the other three roles and less difference in regard to Role 2 (acting toward colleagues).[4]

While the average difference in mean Response Scores between teachers own views and their perception of the views of the three lay populations is .45, there are a few norms where this difference is appreciably greater. For example, for role norm #21 ("... insist upon extra compensation for duties, like coaching a team, that require extra time"), the differences in mean Response Scores are 1.17 in the case of citizens, 1.12 in the case of parents, and 1.12 in the case of leaders. For role norm #29 ("... tell a parent the tested I.Q. of his child"), the corresponding differences are 1.34, 1.66, and 1.07, and for role norm #7 ("... use extra academic work as one form of punishment"), the differences are 1.00, .82, and .82. In regard to extra compensation, teachers see the lay populations as being appreciably less approving than themselves. For the other two role norms, telling I.Q. test scores and punishing with extra academic work, the teachers see lay people as appreciably less disapproving than themselves.

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[4] The difference in mean Response Scores between teachers' own views and their perceptions of the views of each of the populations of others for each role norm is shown in Appendix C.

At the same time, there are a number of other norms where there is little or no difference in mean Response Scores between teachers' own views and their perceptions of the views of citizens, parents, and leaders. Examples of these are: role norm #9 ("... permit each pupil to follow his own educational interests most of the time"), where the respective differences are .01, .01, and .05; role norm #23 ("... discuss serious personal problems with the principal"), with differences of 0.0, .06, and .04; and role norm #31 ("... encourage parents to visit the classroom at any time"), with differences of .02, .06, and .09.

Table 11: Average Difference in Mean Response Scores Per Role Norm Between Teachers' Own Views and Teachers' Perceptions of the Views of Others, by Roles and by Total Position

	Teacher Roles				
Teachers' Own Views Versus Teachers' Perceptions of Views of:	(1) Acting Toward Pupils	(2) Acting Toward Colleagues	(3) Acting Toward Parents	(4) Acting Toward Community	Total
Citizens	.49	.36	.50	.46	.45
Parents	.44	.37	.64	.42	.46
Leaders	.49	.34	.44	.53	.45
Principals	.28	.18	.12	.22	.20
School Board	.42	.29	.21	.43	.33
Superintendent	.23	.24	.13	.32	.24

In general, the perceptions that teachers have of the views of principals, school board members, and the superintendent are more like their own than their perceptions of the views of the lay populations. This is evidenced (Table 11) by the relatively low average difference in mean Response Scores of .20, .33, and .24 for each of the school related populations in turn. Teachers see the greatest difference in the case of Roles 1 and 4 and the least difference for Roles 2 and 3.

As in the case of the lay populations, there are a few role norms where the perceived difference is relatively large. For role norm #2 ("... make and carefully follow detailed lesson plans"), the difference between the mean Response Score for teachers' own views and the score for their perceptions of the views of principals, school board members, and the superintendent are .78, .81, and .68, respectively. The corresponding score difference for role norm #15 ("...

encourage pupils to question the opinions held by the teacher") are .63, .71, and .52, and for role norm #16 ("... devote time outside of regular teaching duties to school affairs, such as curriculum planning, without additional pay"), .47, .91, and .58. For role norm #2, teachers are definitely more in favor than they think the administrative personnel are; for role #15 they are definitely less opposed; and for role norm #16, definitely more opposed.

At the other extreme, there are role norms where the differences are minimal, such as role norm #11 ("... devote most of their time to working with individual pupils or small groups"), where the differences in scores are .10, .09, and .04; role norm #18 ("... use last names like 'Miss Smith' or 'Mr. Jones' when addressing other teachers in front of pupils"), with score differences of .03, .11, and .03; and role norm #24 ("... join a teacher organization affiliated with a labor union"), with differences of .05, .12, and .10. In short, teachers think that other school personnel will be about as permissive as themselves for role norm #11, about as approving for role norm #18, and about as opposed for role norm #24.

At this point the question arises as to the extent teachers differentiate between the populations of others. For example, are the perceptions that teachers have of the views of citizens in general the same as or different from their perceptions of the views of parents of elementary school pupils? Or, again, do teachers see principals as having the same views as the superintendent?

Table 12 shows the average difference in mean Response Scores for teachers' perceptions of the views of others when the teachers' perceptions of each population is compared to each of the others.

When the three populations (citizens, parents, and leaders) are compared with each other in terms of teacher perception of their views, the average difference in mean Response Scores for all 45 role norms is low (.08 as between citizens and parents, .15 as between parents and leaders, and .09 as between citizens and leaders), indicating that teachers see little difference between these populations and more or less lump them together into a single lay population.[5]

Even though there is little difference, on the average, between the perceptions teachers have of the views of citizens, parents and leaders, there are a few role norms where the difference is definite, and these few role norms are responsible for the greater part of the total difference. One of these role norms is #29 ("... tell a parent the tested I.Q. of his child"). The mean Response Scores for the teachers' perceptions of the views of these three lay groups are: parents 2.75 (slightly favor); citizens 3.07 (permissive); and leaders 3.34 (slightly disapprove). For norms of this type, teachers see leaders as holding more "professional" views than parents, and particularly citizens.

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[5] The differences in mean Response Scores of teachers' perceptions of the views of these three populations are shown for each role norm in Appendix D.

Table 12: Mean Differences in Mean Response Scores Between Teachers' Perceptions of the Views of Different Populations of Others

	Citizens	Parents	Leaders	Principals	Sch. Bd.	Supt.
Citizens		.08	.09	.36	.19	.34
Parents	.08		.15	.37	.24	.37
Leaders	.09	.15		.34	.17	.32
Principals	.36	.37	.34		.20	.09
School Board	.19	.24	.17	.20		.20
Superintendent	.34	.37	.32	.09	.20	

When a similar comparison is made between teachers' perceptions of the views of administrative personnel, a somewhat greater difference is found. A comparison of what teachers think principals would say with what they think school board members would say shows an average difference per role norm of .20. For school board and superintendent the difference is .20, and for principals and superintendent the difference is .09. However, the magnitude of these differences does not indicate a marked differentiation of views attributed to the three categories of others, particularly in the case of the principals and the superintendent. This lack of differentiation assumedly results from an assumption of a "professional" viewpoint common to educational personnel.[6]

As with the lay populations, there are a few role norms where the differences are relatively high and which contribute to most of the over-all difference. For example, in the case of principals and the school board the difference in mean Response Scores is .55 for norm #4 ("... give pupils a great deal of drill practice in the fundamentals"), the teachers believing that the school board would be more in favor of this practice than the principals. For this same role norm the difference in the perceptions of teachers is .56 in the case of the school board and the superintendent, with the school board again seen as being the most favorable. A comparison of teachers' perceptions of the views of the principals and the superintendent shows the greatest difference (.26) for role norm #35 ("... exercise great caution in expressing their views outside of the classroom on controversial issues because of their position"). Teachers think that principals are less approving of such caution than is the superintendent.

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[6] The differences in mean Response Scores of teachers' perceptions of the views of these three populations are shown for each role norm in Appendix E.

It is when a comparison is made of teachers' perceptions of the views of the lay group and administrative personnel that differential perceptions by teachers become more marked. The average difference between the mean Response Scores for teachers' perceptions of the views of parents and of school personnel are: parents vs. principals, .37; parents vs. school board, .24; and parents vs. the superintendent, .37. For two role norms in particular, the differences are large. For role norm #29 ("... tell a parent the tested I.Q. of his child"), the difference between scores is 1.78 (parents vs. principals), 1.43 (parents vs. school board), and 1.74 (parents vs. superintendent). In each instance, teachers see parents as slightly approving and school personnel as strongly disapproving. Essentially the same differences are found when teachers' perceptions of either citizens' or leaders' views are compared with their perceptions of the views of administrative personnel.[7] For role norm #25 ("... accept the judgment of parents when there is disagreement about the needs of the child"), the corresponding differences in mean scores are .99, .76, and 1.02. The teachers think parents would respond *preferably should* and that administrative personnel would respond *may or may not.*

SUMMARY

In view of the general assumption of high consensus (the postulate of role consensus), particularly among members of a given population, it is significant to find that there is a wide range of consensus from one role norm to another and that the average level of consensus among elementary school teachers in regard to their position is less than 50 per cent. This level of consensus holds for each of the four roles considered as well as for the position as a whole. Further, the levels of consensus among the teachers regarding the views of such other populations as citizens in general, the parents of elementary school pupils, community leaders, elementary school principals, and the superintendent are very similar to those of teachers regarding their own views. For example, there is as much agreement among teachers regarding the views of citizens as there is among teachers for their own views.

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[7] The differences in mean Response Scores for teachers' perceptions of the views of the lay and administrative populations are shown for each role norm in Appendix F.

It was anticipated at the outset that the factor of professionalization of teachers would produce a higher level of consensus regarding "proper" behavior for themselves than when they attempt to "predict" the views of a population as heterogeneous as citizens. This did not turn out to be the case. It is possible that the stereotyping of citizens operates to produce a level of consensus similar to that produced by professionalization or that professionalization does not contribute as much to consensus formation as might be thought.

The findings regarding the distribution of teacher responses as between the five response categories are equally significant. Again, there is a general assumption that the normative world is made up of rules of "shall" or "shall not." The data do not support the assumption for less than one-third of all responses by teachers are absolute in the sense of saying that teachers *definitely* or *definitely should not* act in a particular manner, over one-third are in terms of preferred but not required behavior, and just under one-third are permissive, i.e., hold that behavior is optional. The data show more flexibility in the normative structure than is suggested by traditional conceptual models.

The distribution of responses by response categories when teachers report their perceptions of the views of others does not differ radically from the distribution of responses when teachers report their own views. The basic difference is that the teachers use the mandatory categories of *definitely should* and *definitely should not* and the permissive category of *may or may not* somewhat more frequently for their own views than for the views of the three lay populations. They use the qualified category of *preferably should* or *preferably should not* more frequently for the responses of others than for their own. This would indicate that teachers do not see the general public as being more demanding of teachers' behavior than teachers themselves are and that teachers have a clearer view of what they think is correct conduct than of what they think are the views of the public. At least, however, they do not see a rigid public ready to impose severe sanctions at every turn.

For the school board and the superintendent, the teachers predict the use of the several response categories at approximately the same frequency as used by themselves, indicating the teachers do not regard the top administrators as severe task-masters. The principals are seen as the least demanding of all populations of others.

In the eyes of the teachers, there is twice as much difference between their own views and the views of the lay populations than between their own views and those of the other school personnel. In addition, the teachers see virtually no difference between the views of citizens and parents, citizens and leaders, and principals and the superintendent. They see a moderate difference between the views of citizens and the school board, leaders and the school board, principals and the school board, the superintendent and the school board, and parents and leaders. The most marked differences as seen by the teachers are between the three lay populations on the one hand, and the principal and the superintendent on the other hand.

In brief, teachers regard the principals and the superintendent as fellow professionals with a common set of views that differs from that of the lay world. The accuracy of these perceptions will be discussed in Chapter 4.

CHAPTER 3

How others view the position of teacher

The preceding chapter was devoted to a description and analysis of the way teachers view their own position, both in terms of the views they themselves hold and the perceptions they have of the views of selected populations of others. This chapter will be devoted to a similar description and analysis of the actual views of the same populations of others. The data to be reported will include the responses of citizens, parents, leaders, principals, school board members, and the superintendent to the teacher role norm inventory.

THE POPULATION OF OTHERS

The 603 adults making up the sample population of citizens were selected by means of an area probability sample of all adults living within the boundaries of the school district and are generally representative of the total population of adults in the community. A comparison with the 1960 Census for the subject community shows a slight under-enumeration of males (44.4 per cent of the males in the sample as compared to 47.3 per cent in the 1960 Census) and a slight over-enumeration of adults in the age categories under 50 (63.0 per cent in the sample as compared to 52.3 per cent in the 1960 Census). It is not clear as to the extent these differences are a result of sampling error or a function of changes in sex and age composition since 1960, a period of rapid population increase by annexation and by in-migration. Additional information regarding the demographic characteristics of the citizen sample is shown in Table 13.

Also shown in Table 13 are demographic data for the special sample of parents of elementary school pupils and for the population of community leaders. The population of parents differs from that of citizens primarily in regard to sex and age. The relatively small per cent of males in the parent sample is obviously a result of sampling error within households due to the greater availability of mothers than fathers. The relatively large proportion of the parent population in the age category 30-49 (77.8 per cent), as compared to the citizen population (43.3 per cent), reflects the differences in parenthood status of the two populations. The population of community leaders differs markedly from the other two lay populations in regard to sex composition, age, education, occupation, and number of years of residence in the community.

The range of agreement scores

The range of Agreement Scores for each of the populations of others as well as that for teachers is shown in Table 14.[1] With the exception of the principals, the lowest Agreement Scores are similar for all populations. The highest score varies from 1.000 for the school board to .651 for citizens. In general, the highest scores for school personnel are greater than the highest scores for the three lay populations. These differences in range of scores are reflected in the differences in the mean Agreement Scores for all 45 role norms where the principals have the highest mean score (.558) and citizens the lowest (.378). For each of the populations there is a somewhat even distribution of Agreement Scores between the two extremes.

Range of Agreement Scores: Citizens. The lowest Agreement Score for the population of citizens is .079 for role norm #7 ("... use extra academic work as one form of punishment"). The responses of the citizens to this norm were generally distributed through the five response categories and the highest per cent of responses in any one category (*definitely should not*) was 30.1. In this instance the teachers would have a difficult time satisfying all members of the community. The highest score is .651 for role norm #44 ("... serve alcoholic beverages in their own homes"). The citizens are definitely "permissive" regarding this question, 72.6 per cent responding *may or may not.*

The fact that the highest Agreement Score, as well as the mean score, for the citizens is appreciably lower than for the other popula-

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[1] The Agreement Score for each role norm by each of the populations of others is shown in Appendix B.

Table 13: Demographic Characteristics of Subject Populations

	Citizens		Parents		Leaders	
	No.	%	No.	%	No.	%
Sex:						
Male	268	44.4	75	36.1	54	96.4
Female	335	55.6	133	63.9	2	3.6
Years of Age:						
Under 30	119	19.7	31	14.9	—	—
30-39	129	21.4	102	49.0	7	12.5
40-49	132	21.9	60	28.8	16	28.6
50-59	96	15.9	14	6.7	21	37.5
60 and over	127	21.1	1	—	12	21.4
Marital Status:						
Single, widowed, or divorced	95	15.8	20	9.6	2	3.6
Married with spouse	501	83.1	178	85.6	53	94.6
Married not with spouse	7	1.2	10	4.8	1	1.8
Education:						
Less than High Sch. Grad.	163	27.0	55	26.4	1	1.8
High School Graduate	230	38.1	89	42.8	3	5.4
Some College	111	18.4	27	13.0	11	19.6
College Graduate	99	16.4	37	17.8	41	73.2
Occupation:						
Professional, Managerial, Official	122	20.2	39	18.8	53	94.6
Clerical, Sales	86	14.3	30	14.4	2	3.6
Craftsman	73	12.1	25	12.0	—	—
Service and laborer	59	9.8	20	9.6	—	—
Housewife	196	32.5	91	43.8	1	1.8
Retired	10	1.7	1	.5	—	—
Parenthood:						
Children	519	86.1	208	100.0	51	91.1
No Children	84	13.9	—	—	—	—
Children in Elementary School:						
Yes	189	31.3	208	100.0	10	17.9
No	414	68.7	—	—	46	82.1
Years Lived in Community:						
Less than three years	88	14.6	39	18.8	2	3.6
Three to five years	71	11.8	26	12.5	2	3.6
Six to ten years	97	16.1	36	17.3	7	12.5
Eleven to twenty years	146	24.2	56	26.9	14	25.0
More than twenty years	201	33.3	51	24.5	31	55.4

tions is assumedly a consequence of the heterogeneity of the population as regards socio-economic status, age, parenthood status, and other situational factors, as well as role distance.

Range of Agreement Scores: Parents. The lowest and highest Agreement Scores for the parent population are for the same role norms (#7 and #44) as for citizens. However, the parents are in even higher agreement than citizens that teachers *may or may not* serve alcoholic beverages in their own homes, 81.2 per cent responding in this manner. It may be that this even greater permissiveness is related to the fact that the parents are a younger population.

Range of Agreement Scores: Leaders. The leaders are in least agreement (.135) for role norm #1 ("...assign homework regularly"). While 41.1 per cent responded *definitely should* and another 14.2 per cent responded *preferably should*, 26.8 per cent indicated teachers *may or may not* and 17.9 per cent felt teachers *preferably should not* do this. The leaders are in highest agreement (.880) for role norm #34, 85.7 per cent responding *definitely should not* and the remaining 14.3 per cent responding *preferably should not*. The leaders are almost as opposed to the discussion of the weaknesses of other teachers as are the teachers themselves.

Range of Agreement Scores: Principals. The principals tend to be in higher agreement for all role norms than any other population. Even the lowest mean score of .281 for role norm #13 ("...encourage pupils to discuss various religious beliefs in the classroom") is relatively high. For this norm, nearly one half (45.5 per cent) of the principals responded *may or may not* and another 50.0 per cent responded either *preferably should not* or *definitely should not*. The highest score (.963) is for role norm #34 showing that both principals and teachers are very sensitive about the ethics of discussing the weaknesses of fellow teachers.

Range of Agreement Scores: School Board. For the seven members of the school board the lowest Agreement Score (.049) is for role #35 ("...exercise great caution in expressing views outside of the classroom on controversial issues because of their position"). As with teachers themselves, there is a diversity of views among the members of the board. One member responded *definitely should* while two members responded *definitely should not* exercise such caution. Three members responded *preferably should* and one member responded *may or may not*.

Table 14: Lowest, Highest, and Mean Agreement Scores for 45 Teacher Role Norms by Populations

Populations	Lowest Agreement		Highest Agreement		Mean Agreement
	Score	Role No.	Score	Role No.	
Citizens	.079	7	.651	44	.378
Parents	.084	7	.792	44	.416
Leaders	.135	1	.880	34	.421
Principals	.281	13	.963	34	.558
School Board	.049	35	1.000	41	.549

In contrast, there is complete agreement (1.000) among all seven members of the board for role norm #41 ("... patronize locally owned businesses and services"). Each member responded *may or may not* indicating a degree of permissiveness not typically granted by others.

Mean agreement scores among populations of others

The mean Agreement Scores among the populations of others for all 45 role norms range from a low of .378 for citizens to .558 for principals (Table 15). The mean scores for parents and leaders (.416 and .421, respectively) are slightly higher than for citizens and the mean score for the school board (.549) is virtually the same as for the principals.

These differences in levels of agreement appear to be related to both degree of homogeneity of each population and extent of contact with the activities of teachers (role distance). Given a population as varied in its composition as that of citizens, a diversity of views and a relatively low level of agreement would be expected. However, the leadership population is homogeneous as regards sex and socio-economic status but still has a mean Agreement Score only slightly higher than that of parents and appreciably lower than either school board members or principals.

The most marked difference is between the lay populations on the one hand, and the school personnel (school board members and principals) on the other hand. Assumedly, communication contacts and "professionalization" tend to produce a greater similarity of views among school personnel.

Mean Agreement Within Roles. When the mean Agreement Scores

Table 15: Mean Agreement Scores Among Populations of Others, by Teacher Roles and Total Position of Teacher

	Teacher Roles				
Populations of Others	(1) Acting Toward Pupils	(2) Acting Toward Colleagues	(3) Acting Toward Parents	(4) Acting Toward Community	Total
Citizens	.272	.415	.417	.459	.378
Parents	.290	.466	.435	.534	.416
Leaders	.327	.419	.467	.517	.421
School Board	.460	.607	.583	.591	.549
Principals	.520	.501	.565	.664	.558

of each of the population of others are compared by each of the four teacher roles, a number of additional relationships are found (Table 15).

For four of the five populations of others the lowest level of agreement is for Role 1 (acting toward pupils), the one exception being the principals. The highest level of agreement is for Role 4 (acting toward community) for all populations with the exception of the school board. For Role 2 (acting toward colleagues) and Role 3 (acting toward parents) the mean Agreement Scores are intermediate but closer to those of Role 4 than Role 1. Thus there is a tendency for populations to be in lower agreement regarding the behavior of teachers toward pupils than the other areas of activity. This pattern of differences in level of agreement as between the four roles again suggests that the scores may be a function of the particular selection of role norms for each role. However, this explanation of the differences may not be completely adequate and there may be other factors operating. One possible alternative explanation is suggested by a further comparison of the scores.

It is to be noted that the difference in mean scores between Role 1 and Role 4 is greater for the lay populations than for the school board and the principals. For citizens, parents, and leaders, the mean Agreement Score for Role 1 is, respectively, 59, 54, and 63 per cent of that for Role 4. For both the school board and the principals the corresponding per cent is 78. In addition, the difference between the mean scores for the lay populations and for the school board and principals is greater for Role 1 than for Role 4. This suggests that there is something about the norms pertaining to teachers acting toward pupils that makes for particularly low scores in the case of the lay populations and that this would be the case regardless of the particular set of norms selected.

The role norms comprising Role 1, by their very nature, are part of a special culture of a particular profession, indeed almost a technical culture known best by the practitioners and only indirectly by laymen. For the remaining roles, and Role 4 in particular, the norms pertain more to the general culture that is known more equally by all populations. This difference in the nature of the norms themselves may account, at least in part, for the relative low level of agreement among the lay populations in the case of Role 1.

The distribution of mean response scores[2]

As with the responses of teachers, the prevailing view of the populations of others, for a few role norms, is that teachers *definitely should* conform to the specified norm. Table 16 shows the mean Response Scores of each of the populations for those role norms where there is the strongest approval.

The role norm most strongly approved by the citizens is #5 ("... evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children"), the mean score being 1.54 or mid-way between *definitely should* and *preferably should*. Sixty-four per cent of the citizens responded *definitely should* and another 25 per cent responded *preferably should*. A few citizens (16 or 2.7 per cent) are strongly opposed and responded *definitely should not*. The citizens of the school district apparently do not demand competitive grading at the elementary school level. The role norm most strongly approved by the parents is also #5 and the distribution of responses was essentially the same.

The role norm most strongly approved by the leaders is #18 ("... use last names like 'Miss Smith' or 'Mr. Jones' when addressing other teachers in front of pupils"). The mean Response Score is 1.66 with 46 per cent responding *definitely should* and 41 per cent responding *preferably should*. Decorum seems to be important to the leadership population—and more so than the principle of grading on the basis of individual improvement.

The greatest approval given by the school board is also for role norm #18, the mean score being 1.29 with 71 per cent responding

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[2] The mean Response Score for each role norm for each population of others is shown in Appendix B.

definitely should and the remaining 29 per cent *preferably should*. As with leaders, the question of propriety in the use of surnames is the norm where the school board comes closest to complete approval.

Table 16: Mean Response Scores for Selected Teacher Role Norms, by Level of Approval for Populations of Others

	Populations of Others				
Role Norms by Level of Approval	Citizens	Parents	Leaders	Sch. Bd.	Princ.
Strongly Approve					
5. . . . evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children	1.54	1.58	2.25	2.42	1.32
18. . . . use last names like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils	1.76	1.89	1.66	1.29	1.50
28. . . . discuss with parents the child's scores on standardized achievement tests	2.02	1.86	2.04	1.42	2.45
Permissive					
25. . . . accept the judgment of parents when there is disagreement about the needs of the child	3.01	2.98	3.24	3.14	3.00
41. . . . patronize locally-owned businesses and services	2.56	2.73	2.55	3.00	2.73
44. . . . serve alcoholic beverages in their own homes	3.42	3.25	3.20	3.29	3.18
Strongly Disapprove					
6. . . . give greater attention to the more capable than to the less capable students	4.24	4.22	4.10	3.43	4.36
22. . . . make or receive routine personal telephone calls while at school	4.05	3.94	4.18	4.43	3.68
34. . . . discuss freely with parents the weaknesses of other teachers	4.53	4.52	4.86	4.86	4.95

The principals, like citizens and parents, most strongly approve role norm #5, only more so. The mean score is 1.32 with 73 per cent responding *definitely should* and 23 per cent *preferably should*. The strong insistence on this norm undoubtedly reflects a professional creed.

Table 16 also shows the mean Response Scores for three role norms where the several populations are highly permissive. For the citizen population, the mean score for role norm #25 ("... accept the judgment of parents when there is disagreement about the needs of the child") is 3.01, meaning that the average view is that teachers *may or may not* accept such judgment as they choose. Over one half (53 per cent) of all citizens actually responded *may or may not*, 20 per cent responded *preferably should*, and 17 per cent said *preferably should not*. Five per cent held that teachers *definitely should* and 6 per cent that they *definitely should not*.

The parents are even more permissive than citizens in regard to role norm #25 (mean score = 2.98) by virtue of a larger percent (58.2) of responses being in the *may or may not* category and a few less responses in each of the "preferable" categories. The percent responding in the two "definite" categories is the same as for citizens. Thus, neither citizens nor parents take the position that teachers should yield to their judgment.

The leadership population is most permissive (3.20) for role norm #44 ("... serve alcoholic beverages in their own homes"), 87.5 per cent responding *may or may not* and the remaining 12.5 per cent holding that teachers either *preferably* or *definitely should not*. For this role the leaders are more permissive than any other population including the teachers themselves.

As indicated above, the members of the school board are completely permissive regarding teachers patronizing locally-owned businesses and services, all seven members responding *may or may not*. The rule as far as the school board is concerned is that teachers should exercise their own choice.

The principals, like citizens, are most permissive for role norm #25 having to do with teachers accepting the judgment of parents. The mean Response Score is 3.00 with 77 per cent of the principals responding *may or may not*. Three principals said teachers *preferably should*, one said *preferably should not*, and one said *definitely should not*.

For all populations of others the role norm where there is the greatest disapproval is #34 ("... discuss freely with parents the weaknesses of other teachers"), the mean scores ranging from 4.52 in the case of parents to 4.95 in the case of principals. For this norm, the per cent responding *definitely should not* ranges from 66 per cent (parents) to 96 per cent (principals). As shown in Table 16, two other role norms where most of the populations registered strong disapproval are #6 ("... give greater attention to the more capable than the less capable students") and #22 ("... make or receive routine personal telephone calls while at school").

Range of Mean Response Scores by Teacher Roles. A comparison of the distributions of mean Response Scores for each of the populations of others within the four teacher roles reveals some variation in range of scores from one role to another and from one population to another. These data are shown in Table 17.

As with the responses of teachers, the range of scores tends to be widest for Role 3 (acting toward parents) and narrowest for Role 4 (acting toward community). The range of scores for Role 1 (acting toward pupils) and Role 2 (acting toward colleagues) is intermediate. The widest range of mean scores for Role 4 is 1.82 (citizens) and the lowest is .83 (principals). In contrast, the widest range for Role 3 is 3.45 (principals) and the lowest is 2.80 (citizens). The greatest average range of scores over the four roles is for the school board (2.75) and the lowest average range is for parents (2.24).

In the case of Role 3, however, the range of scores is wider for the school board and the principals than for the three lay populations. In the case of Role 4 the opposite is the case.

For Role 3, the role norm having the highest mean score for all populations is #34 ("... discuss freely with parents the weaknesses of other teachers"), the same norm as had the highest mean score among teachers. For citizens, leaders, and principals, the role norm having the lowest mean score is #33 ("... attempt to find out what, in the home situation, may contribute to misbehavior of a pupil"), again the same as for teachers. For parents, two role norms tie for lowest mean score, #32 ("... contact parents whenever any problem arises for their children") and #33, the respective scores being 1.71 and 1.72. Parents appear just as insistent that teachers communicate with them whenever their children have problems as they are in regard to teachers investigating the sources of misbehavior in the home. For the school board, role norm #28 ("... discuss with parents the child's scores on standardized achievement tests") has the greatest approval (mean score of 1.42 in contrast to scores of 2.57, and 2.29, respectively, for role norms #32 and #33). The school board appears to be more concerned about teachers discussing learning than behavioral problems with parents.

In the case of Role 4, role norm # 43 ("... make political speeches") has the highest mean scores for all populations. While the mean score

Table 17: Range of Mean Response Scores Within Teacher Roles, by Populations of Others for Teacher Position

Populations	Teacher Roles											
	(1) Acting Toward Pupils			(2) Acting Toward Colleagues			(3) Acting Toward Parents			(4) Acting Toward Community		
of Others	Low	High	Diff.	Low	High	Diff.	Low	High	Diff.	Low	High	Diff.
Citizens	1.54	4.24	2.70	1.76	4.05	2.29	1.73	4.53	2.80	2.20	4.02	1.82
	(5)	(6)		(18)	(22)		(33)	(34)		(39)	(43)	
Parents	1.58	4.22	2.64	1.89	3.94	2.05	1.71	4.52	2.81	2.31	3.75	1.44
	(5)	(6)		(18)	(22)		(32)	(34)		(39)	(43)	
Leaders	1.75	4.11	2.36	1.66	4.18	2.52	2.01	4.86	2.85	2.11	3.70	1.59
	(4)	(9)		(18)	(22)		(33)	(34)		(40)	(43)	
School Board	1.29	4.29	3.00	1.29	4.43	3.14	1.42	4.86	3.44	2.57	4.00	1.43
	(8)	(13)		(18)	(22)		(28)	(34)		(39)	(43)	
Principals	1.32	4.59	3.27	1.50	3.95	2.45	1.50	4.95	3.45	2.72	3.55	.83
	(5)	(7)		(18)	(24)		(33)	(34)		(37)	(43)	
Mean Difference			2.79			2.49			3.07			1.42

Note: Numbers in parentheses below each mean Response Score is the number of the role norm.

is less than 4.0 for parents, leaders, and principals, this one of the ten norms pertaining to teacher behavior in the community elicits the strongest negative response by all populations. The norm eliciting the greatest approval by citizens, parents, and the school board, is #39 ("... spend an eight hour day at school"), the respective scores being 2.20, 2.31, and 2.57. However, these scores represent points between *preferably should* and *may or may not* and thus do not reflect strong approval. Interestingly, the highest score for leaders is for role norm #40 ("... remember that a stricter standard of conduct in the community applies to them because they are teachers"), the score being 2.11. While the leaders tend to take the position that a stricter standard of conduct applies to the teachers, as a general principle, they do not always adhere to this position when expressing their views about specific forms of conduct. For example, 59 per cent of the leaders responded that teachers *may or may not* patronize a cocktail lounge.

Of the roles pertaining to teachers acting toward colleagues, #22 ("... make or receive routine personal telephone calls while at school") has the highest mean score for all populations except principals, the scores ranging from 3.94 (parents) to 4.43 (school board). The greatest disapproval by principals is for role norm #24 ("...join a teacher organization affiliated with a labor union"), the mean score being 3.95. The lowest mean score for all populations is for role norm #18 ("... use last names like 'Miss Smith' or 'Mr. Jones' when addressing other teachers in front of pupils"). For this norm the scores range from 1.29 (school board) to 1.89 (parents).

The role norms representing greatest approval and disapproval in Role 1 vary somewhat from one population to another. Citizens and parents are most opposed in the case of role #6 ("... give greater attention to the more capable than to the less capable students"), the respective scores being 4.24 and 4.22. The leaders are most opposed to "... permit each pupil to follow his own educational interests most of the time (#9, mean score 4.11); the school board is most opposed to "... encourage pupils to discuss various religious beliefs in the classroom (#13, mean score 4.29); and the principals are most opposed to "... use extra academic work as one form of punishment" (#7, mean score 4.59). The role norm favored most strongly by citizens, parents, and principals, is "... evaluate the work of pupils on the basis of their individual improvement rather than comparing them with other children"(#5, respective mean scores 1.54, 1.58 and 1.32). Leaders favor most the role norm stating that teachers should give pupils a great deal of drill practice in the fundamentals (#4, mean score 1.75). The norm endorsed most strongly by principals is #8 ("... experiment with new teaching techniques"), the score of 1.29 indicating most responded *definitely should.*

Distribution of Responses by Response Categories. The distribution of responses by the several populations of others to the teacher role norm inventory can be further described in terms of the per cent of responses in each response category for each role and for all four roles combined. These data are presented in Table 18.

On an over-all basis, approximately 30 per cent of all responses of all populations of others are mandatory *(definitely should* or *definitely should not),* approximately 35 per cent are qualified or conditional *(preferably should* or *preferably should not),* and approximately 35 per cent are permissive *(may or may not).* This broad distribution differs only slightly from that of the teachers' own responses, the difference consisting primarily of a slightly less frequent use of the *may or may not* category by the teachers (Table 10).

While there tends to be a general over-all pattern in the distribution of responses, there are differences in the distribution between the three lay populations on the one hand, and the two school-linked populations on the other. The lay populations tend to respond in one of the two "definite" categories more frequently and in the *may or may not* category less frequently than do the members of the school board and the principals. This may be interpreted to mean that the lay populations are less permissive or more demanding than the school-linked populations. The citizens, parents, and leaders responded either *definitely should* or *definitely should not* 31.6, 29.0 and 28.8 per cent of the time, respectively. The corresponding percentages for the school board and the principals are 24.4 and 26.0, respectively. For responses in the *may or may not* category the respective percentages for the lay populations are 31.8, 35.4, and 33.6 and for the school board and principals, 37.8, 35.2. With the exception of the parents, all populations responded in the *preferably should* or *preferably should not* categories with essentially the same frequency. However, these differences are not extensive and do not materially modify the observation made in connection with the distribution of teacher responses that the actual normative structure is characterized by a somewhat uniform distribution of norms by level or degree of insistence.

It is when one examines the distribution of responses by separate roles that more marked differences appear. For example, for all populations the per cent of "definite" responses is higher for Role 1 and Role 3 than for the other two roles and twice that of Role 4.

Table 18: Per Cent Distribution by Response Categories and Teacher Roles of All Responses, by Populations of Others

Response Categories and Populations	Teacher Roles (1) Acting Toward Pupils	(2) Acting Toward Colleagues	(3) Acting Toward Parents	(4) Acting Toward Community	Total
Definitely Should or Definitely Should Not					
Citizens	37.9	26.8	37.4	21.3	31.6
Parents	35.9	22.9	38.7	15.2	29.0
Leaders	35.5	28.6	30.9	16.8	28.8
School Board	30.5	22.9	27.1	14.3	24.4
Principals	31.2	29.1	35.0	6.0	26.0
Superintendent	20.0	40.0	30.0	10.0	24.4
Preferably Should or Preferably Should Not					
Citizens	39.0	36.8	37.8	31.3	36.6
Parents	38.8	35.0	38.2	28.6	35.6
Leaders	40.0	40.6	37.1	31.5	37.6
School Board	44.8	37.1	38.6	27.1	37.8
Principals	41.8	36.4	43.2	32.1	38.8
Superintendent	53.3	40.0	40.0	40.0	44.4
May or May Not					
Citizens	23.1	36.4	24.8	47.4	31.8
Parents	25.2	42.1	23.2	56.2	35.4
Leaders	24.5	30.8	32.0	51.6	33.6
School Board	24.8	40.0	34.3	58.6	37.8
Principals	27.0	34.5	21.8	61.9	35.2
Superintendent	26.7	20.0	30.0	50.0	31.1

The most marked difference of this type is that in the case of the principals, only 6 per cent of their responses were *definitely should* or *definitely should not* for Role 4, whereas 61.9 per cent of their responses were *may or may not*. Principals are highly permissive when it involves the behavior of teachers in the wider community. However, the principals are not always the most permissive. For Role 3 they responded in one of the "definite" categories 35 per cent of the time (more than the school board or leaders), in one of the "preferable" categories 43.2 per cent of the time (higher than any other population), and *may or may not* 21.8 per cent of the time (lower than any other population). The principals are the least permissive when it involves teachers acting toward parents.

In view of the position of school board members in the organizational structure of the school district and in the community, one might be led to assume that they would be the least permissive of all populations. Such does not appear to be the case. With the exception of the principals for Role 4, the school board responded in one of the "definite" categories less often for all four teacher roles than any other population and *may or may not* more often than the other populations with the exceptions of parents for Roles 1 and 2 and principals for Roles 1 and 4.

Differences between the views of populations of others

It is clear from the data examined above that there are differences between the several populations of others regarding their views of the position of elementary school teacher. For some norms those differences are relatively large while for other norms the differences are minimal. Also, for some norms the differences are large between certain populations but minimal between other populations. In order to compare the several populations with each other in regard to the extent of differences in views, the differences in mean Response Scores were calculated for each role norm for each pair of populations.[3] The mean difference per role norm by each of the four teacher roles and for all 45 role norms is shown in Table 19.

Citizens vs. Others. The mean difference between the mean Response Scores of citizens and the response of the superintendent is relatively high for each of the four roles and markedly higher than the differences between the citizens and each of the other populations. This is particularly true for Role 3 (acting toward parents), where the mean difference is 1.00 per role norm. For all 45 role norms the mean difference is .76.

The role norm where there is the greatest difference between the mean Response Score for citizens and the response of the superintendent is #4 ("... give pupils a great deal of drill-practice in the fundamentals") where the prevailing response of the citizens is

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[3] These data are shown in Appendix G.

preferably should (mean score 1.88) and the response of the superintendent is *preferably should not* (4.00). The superintendent is more "modern" in this connection than 39 per cent of the citizens who responded *definitely should* and 40 per cent who responded *preferably should.* Another example is role norm #32 ("... contact parents whenever any problem arises for their children"). The superintendent does not think this is necessary or desirable as indicated by his response of *preferably should not* (4.00). In contrast, the mean score for the citizen population is 1.89 with 46 per cent responding *definitely should* and another 28 per cent *preferably should.* Most citizens

Table 19: Mean Differences Per Role Norm in Mean Response Scores Between Populations of Others for Teacher Roles

Teacher Roles and Populations of Others	Populations of Others			
	Citizens	Leaders	Sch. Bd.	Principal
Role 1: Acting Toward Pupils				
Leaders	.27			
School Board	.50	.49		
Principals	.72	.84	.60	
Superintendent	.83	.96	.83	.39
Role 2: Acting Toward Colleagues				
Leaders	.23			
School Board	.25	.39		
Principals	.38	.38	.43	
Superintendent	.70	.68	.63	.56
Role 3: Acting Toward Parents				
Leaders	.32			
School Board	.44	.26		
Principals	.49	.62	.62	
Superintendent	1.00	.96	.79	.79
Role 4: Acting Toward Community				
Leaders	.20			
School Board	.28	.34		
Principals	.44	.35	.18	
Superintendent	.48	.60	.49	.63
All Roles:				
Leaders	.26			
School Board	.38	.38		
Principals	.53	.58	.48	
Superintendent	.76	.82	.70	.57

seem to think that parents should know about any difficulties pupils may have in school.

An example of a role norm where there is virtually no difference between the views of citizens and the views of the superintendent is #25 ("... accept the judgment of parents when there is disagreement about the needs of the child"). The mean score for citizens is 3.01 and the superintendent responded *may or may not* (3.00). Another example of similar responses is role norm #22 ("... make or receive routine personal telephone calls while at school"). The average response of citizens was *preferably should not* (4.04), the same as that of the superintendent.

In contrast, the mean differences in mean Response Scores between citizens and leaders are relatively low, the largest difference being .32 for Role 3 and the lowest .20 for Role 4. For all 45 role norms, the average difference is .26.

The role norm where the responses of citizens and leaders differ the most is #5 ("... evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children"), the difference in mean scores being .71. Citizens are somewhat more approving (1.54) than the leaders (2.25). Another example where citizens and leaders differ markedly is #31 ("... encourage parents to visit the classroom at any time"). Again citizens are more approving. The difference between the two scores is .67, the mean score for citizens being 2.11 and that of leaders 2.78.

For most role norms, citizens and leaders are in essential agreement as measured by their mean Response Scores. For example, the difference in mean scores is less than .25 for 22 out of 45 role norms and less than .50 for 40 of the norms.

Because the differences in views between citizens and leaders are low, and particularly in comparison with the differences in views between other combinations of populations, the position might be taken that the leadership population is representative of the community as a whole.

For all four roles, the differences in views between the citizenry on the one hand, and the views of the school board and principals on the other, are intermediate. Also, there is less difference between the responses of the citizens and the school board than between the citizens and principals. Further, the responses of both leaders and the school board are more similar to those of the citizens than are the responses of principals and the superintendent. In this respect the school board would appear to represent lay views as opposed to those of professional educators.

This tendency for citizens, leaders, and the school board to respond somewhat alike and differently from the principals or the superintendent is further evidenced by a comparison (Table 19) of the mean differences in mean Response Scores as between the other populations. With some uniformity the differences between leaders and the school board are less than the differences between leaders and both the principals and the superintendent.

An example of this pattern of responses is provided by role norm #2 ("... make and carefully follow detailed lesson plans"). The differences in mean Response Scores as between citizens and leaders, citizens and school board, and leaders and school board, respectively, are: .11, .02, and .13. The differences in scores between the superintendent and citizens, leaders, and the school board, respectively, are: 1.02, 1.13, and 1.00; the differences between principals and citizens, leaders, and school board, respectively, are: 1.11, 1.22, and 1.09. Citizens, leaders and the school board are inclined to favor this behavior as is evidenced by a prevailing response of *preferably should* while the principals and the superintendent responded *may or may not.*

In the case of Role 1 (acting toward pupils) the mean difference in mean Response Scores between the principals and the superintendent (.39) is appreciably less than the difference between the principals and the citizens (.72), the leaders (.84), and the school board (.60), or between the superintendent and the citizens (.83), the leaders (.96), and the school board (.83). An example of this tendency for both the principals and the superintendent to agree with each other more than with the other populations, for Role 1, is role norm #1 ("... assign homework regularly"). The principals hold that teachers *preferably should not* (mean score of 4.09) and the superintendent responded *preferably should not,* but the mean score for the citizens is 2.30, the leaders 2.21, and the school board 2.14, indicating a prevailing view of *preferably should.*

However, it does not follow that the principals and the superintendent always agree with each other more than with the other populations. For Roles 2 and 3 the mean difference in mean scores between the principals and the superintendent is greater than the differences between the principals and the other three populations (see Table 19) while the differences between the superintendent and the principals are less than those between the superintendent and the other three populations. This means that the principals are in more agreement with the citizens, the leaders, and the school board than with the superintendent but the superintendent is in more agreement with the principal than with the other three populations in regard to the behavior of teachers toward colleagues and toward parents. An example of this pattern is role #26 ("... insist that parents contact them at school rather than at home") where the difference between the mean scores of the principals and the superintendent is 1.18, between the principals and the citizens .62, and between the superintendent and the citizens 1.80.

For Role 4 the difference between the principals and the superintendent (.63) is greater than that between either the principals and the other populations or the superintendent and the other populations.

SUMMARY

A comparison of responses to the teacher role norm inventory within and between populations of others reveals a number of patterns.

1. The over-all level of agreement within the several populations ranges from .378 for citizens to .558 for principals. It would appear that extent of agreement is related to both population homogeneity and amount of contact with the teaching function. Accordingly, extent of agreement is lowest among members of the lay populations and highest among populations of school personnel.

However, differences in extent of agreement vary from one teacher role to another. The widest range of mean agreement scores as between populations is found in the case of Role 1 (acting toward pupils) where the score for citizens is .272 and that of principals .520, a difference in mean scores of .248. The score for parents (.290) is only slightly higher than that for citizens in general.

Given a level of agreement below 30 per cent for citizens and parents, it would be difficult for teachers to act toward pupils in a manner that would satisfy everyone. At the same time, however, teachers are not confronted by a concerted pressure to act in particular ways. Should issues arise regarding the behavior of teachers in the classroom, it is possible that the discord would be among the members of the community rather than between teachers and the community. Even so, interaction between teachers and citizens or parents could be complicated by the diversity of views encountered.

In the case of the other three roles, the agreement scores are appreciably higher, particularly for citizens and parents. This may mean that teachers are confronted by more concerted pressure when acting toward parents, for example, than when acting toward pupils and there is less chance of discord among the citizens themselves. However, the difference in levels of agreement between citizens and principals remains high, especially for Roles 3 and 4.

2. The responses of each of the populations of others are broadly distributed over the five response categories. As in the case of the teachers themselves, this means that the normative structure is not rigid in the sense of mandatory roles. In general, less than one-third of all responses were either *definitely should* or *definitely should not*, over one-third were in one of the two "preferable" categories, and over one-third were permissive (*may or may not*). The extent to which the several populations are permissive or recognize that the behavior of teachers depends on circumstances, means that teachers are not confronted by rigid demands regarding their actions and thus may feel autonomous in their behavior. The limited number of mandatory norms as far as the public or administrators are concerned may operate to keep dissatisfaction or conflict at a low level.

The frequency of *definitely should* or *definitely should not* responses varies from one role to another for all populations. The highest frequency is for Role 1 (acting toward pupils) and Role 3 (acting toward parents). Unless the differences in frequency are a function of lack of representativeness of norms, these two areas of activity are the ones where all populations, with the exception of the superintendent, are the least permissive. These two areas are also the ones where there is the least agreement among populations. This combination of extent of "mandatory" views and differences of views as between populations makes teacher behavior toward pupils and toward parents the most sensitive segments of their position and potentially the points of greatest stress.

3. It is interesting that the extent of permissiveness is approximately the same for all populations, and especially as between the lay populations and school related populations. The responses of the superintendent as regards teachers acting toward colleagues constitute the one notable exception.

4. Perhaps the most surprising findings has to do with differences in responses, role norm by role norm, between the several populations. The least difference is between citizens, leaders, and the school

board, as measured by mean differences in response scores. This would suggest that community leaders and the school board are more representative of the views of the citizens than the views of principals and the superintendent, i.e., are closer to lay than "professional" views.

The greatest differences in views regarding the position of teacher are between the lay populations and the school board, on the one hand, and the superintendent on the other, suggesting an independence of views on the part of the latter. The views of the principals differ more from citizens, leaders, and the school board than those populations differ from each other but they differ less from the superintendent than any other population.

CHAPTER 4

Differential views of teachers and others

Chapter 2 was devoted to the way teachers view their own position and their perceptions of the views of others and Chapter 3 to the views that the several populations of others have for the position of teacher. This chapter will complete the comparison of views by comparing teachers' own views and their perceptions of the views of others with the actual views of others.

TEACHERS' VIEWS VERSUS THE VIEWS OF OTHERS

Table 20 shows the mean differences in mean Response Scores per role norm between teachers' own views and those of each of the other populations by roles and total position.[1]

The highest mean difference per role norm between the mean Response Scores for teachers' own views and those of other populations is for teachers versus the superintendent where the average difference is .60. The lowest difference is between the teachers and the principals (.25). For the remaining populations the differences range from .40 to .46. Thus, for all 45 role norms, the responses of the principals are most similar to those of teachers, the responses of the superintendent are least similar, and the responses of the other populations are intermediate.

The relatively low difference between the views of teachers and principals is assumed to result from a common professional orientation and a close working relationship. This common professional orientation does not appear to operate in the case of teachers and the superintendent for the differences here are greater than between teachers and the lay populations. To the extent common views are the source of a feeling of identity and mutual support, teachers will identify with principals more than with the superintendent.

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[1] Appendix H shows these differences for each role norm.

Table 20: Mean Difference in Mean Response Score Per Role Norm Between Teachers' Own Views and the Views of Others, by Role and Total Position for Teacher

	Teacher Roles				
Populations of Others	(1) Acting Toward Pupils	(2) Acting Toward Colleagues	(3) Acting Toward Parents	(4) Acting Toward Community	Total
Citizens	.48	.40	.46	.22	.40
Parents	.51	.43	.48	.11	.40
Leaders	.58	.46	.54	.19	.46
School Board	.48	.34	.60	.26	.43
Principals	.28	.26	.17	.28	.25
Superintendent	.46	.54	.90	.59	.60

An examination of differences by roles reveals some variations from the pattern for all 45 role norms. In the case of Role 1 (acting toward pupils), the mean differences per role norm between teachers and all others, with the exception of the principals, cluster around .50. Here the difference between teachers and the superintendent (.46) is similar to the differences between teachers and citizens, parents, leaders, and the school board. Thus, when it comes to what may be viewed as the central role of teachers, teachers and the superintendent do not differ as much as for the other roles. However, the least difference (.28) is between teachers and the principals.

An example of a norm from Role 1 where teachers and principals differ little and teachers and all others differ more is #13 ("... encourage pupils to discuss various religious beliefs in the classroom"). Here the difference in mean scores between teachers and principals is .05, the respective scores being 3.63 and 3.68. Citizens, parents, and leaders are less opposed to this behavior than teachers, their mean scores being 3.44, 3.25, and 3.18, respectively. The school board and the principals are more opposed than teachers, their scores being 4.29, and 4.00, respectively.

While the mean differences in mean Response Scores, as between teachers and each of the other populations is similar, with the exception of the principals, there are a few norms where there are large differences between the teachers and the lay populations and a relatively small difference between teachers and both the principals and the superintendent. One of these role norms is #1 ("... assign homework regularly") where the mean score for teachers is 3.58, for principals 4.09, and for the superintendent 4.00, making a difference of .51 and .42, respectively. In contrast, the respective scores for citizens, parents, and leaders, are 2.30, 2.27, and 2.21, making corresponding differences of 1.28, 1.31, and 1.37. This is a clear example of a well defined professional norm where there is essential agreement among school personnel but a marked difference between such personnel and the general public. The same situation exists for role norm #2 ("... make and carefully follow detailed lesson plans").

For Role 2 (acting toward colleagues), the pattern is (a) most difference (.54) between the teachers and the superintendent; (b) least difference (.26) between the teachers and the principals; and (c) intermediate differences (.40, .43, .46, and .34, respectively) between the teachers and the citizens, the parents, the leaders, and the school board.

An interesting example of the pattern in Role 2 is role norm #16 ("... devote time outside of regular teaching duties to school affairs, such as curriculum planning, without additional pay"). The teachers are most opposed to this behavior, their mean Response Score being 3.41 or half way between *may or may not* and *preferably should not.* The superintendent responded *preferably should* (2.00) making a difference of 1.41, between his score and that of the teachers. The mean score for each of the other populations is intermediate between that of the teachers and the superintendent. The citizens and the parents have scores of 3.01 and 3.14, respectively, while the leaders and the school board are only slightly favorable with scores of 2.45 and 2.86, respectively.

It is for Role 3 (acting toward parents) that one finds the smallest difference (.17) per role norm between the responses of the teachers and the principals. It is also the role where the difference between the teachers and the superintendent is largest (.90), nearly one full response category. It appears that the superintendent identifies with parents while the principals identify with the teachers. For example, for role norm #26 ("... insist that parents contact them [teachers] at school rather than at home"), the mean response of teachers is 2.25 *(preferably should)* and that of principals 2.82, while the superintendent responded *preferably should not,* (4.00). The difference in scores between teachers and the superintendent is 1.74. The superintendent does not think that parents should be restricted to regular school hours when contacting teachers. Surprisingly, parents themselves agree with the teachers more than with the superintendent. Their mean score is 2.19 *(preferably should)*, 36 per cent responding *preferably should*, 24 per cent responding *may or may not*, and only 11 per cent opposing the restriction. Further, the responses of the three lay populations (citizens, parents, and leaders) were more approving of the restriction than both teachers and principals.

A similar situation exists in the case of role norm #32 ("... contact parents whenever any problem arises for their children"). The mean score for teachers is 2.10 (*preferably should*) while the superintendent responded *preferably should not* (4.00) making a difference of 1.90. The responses of all other populations were similar to those of the teachers.

There is one role norm in Role 3 where there is a particularly large difference between the views of teachers and those of the lay populations. It is #29 ("... tell a parent the tested I.Q. of his child"). Teachers are strongly opposed, 60 per cent responding *definitely should not*, and the mean score is 4.41. Citizens, parents, and leaders think teachers should give such information as is indicated by their respective scores of 2.31, 2.12, and 2.64. The corresponding differences in scores are 2.10, 2.28, and 1.77, or approximately two full response categories. In this case, however, the superintendent does not side with parents but takes the same position as that of the teachers by responding *preferably should not*.

The pattern of differences between teachers and others varies again for Role 4 Here the differences between teacher responses and the responses of others is low for all populations with the exception of the superintendent. The lowest difference per role norm (.11) is between teachers and parents, indicating there is virtually no difference between the way teachers think they should act in the community and the way parents think they should act. The difference in the case of the principals is .28, citizens .22, leaders .19, and the school board .26. Thus in the subject community there can be little criticism from the public regarding the behavior of teachers outside the classroom.

When it comes to differences in views between the teachers and the superintendent the picture changes. The mean difference per role norm is .59, higher than for Roles 1 and 2. This greater mean difference is largely a result of marked differences in responses to two role norms both having to do with freedom of expression. Role norm #35 reads "... exercise great caution in expressing views outside of the classroom on controversial issues because of their position." The teacher responses are almost evenly distributed throughout the five response categories revealing an almost total lack of agreement among themselves. As a consequence, the mean Response Score is 3.07. The superintendent responded *preferably should* making a score difference of 1.07. Only 35 per cent of the teachers responded in one of the two "should" categories and 65 per cent rsponded *may or may not* or in one of the two "should not" categories. Thus, even though there is low consensus among the teachers, only one-third agreed with the superintendent. The mean score for the principals is 3.18, a stronger rejection of the norm than that of the teachers themselves. The position of all other populations is between that of the superintendent and the teachers. In this case the superintendent is more "conservative" than the general public. Whether the public would continue to be "liberal" if teachers were to actually express their views is, of course, not known.

For role norm #43 ("...make political speeches"), the superintendent responded *definitely should not*, assumedly recognizing state law prohibiting political activity on the part of state employees. The teachers themselves tended to be permissive with 64 per cent responding *may or may not* and the mean score being 3.51, thereby showing a difference of 1.49 between themselves and the superintendent. Again, the scores of the other populations are intermediate between the superintendent and the teachers and cluster around 4.00 or *preferably should not*. The principals are almost as "liberal" as the teachers with a score of 3.55, and even the leaders are moderately "liberal" with a score of 3.70. This norm provides another example where the position of the general public is intermediate between that of teachers and the superintendent and hence closer to that of the teachers than is the view of the superintendent.

TEACHERS' PERCEPTIONS AS COMPARED TO THE ACTUAL VIEWS OF OTHERS

Perhaps as important as the differences between the views of teachers and the views of other relevant populations regarding role norms for teachers are the differences between the way teachers perceive the views of others and the actual views of others. Assumedly there is a tendency for individuals to modify their behavior in accordance with beliefs regarding the desires of others or at least make some compromises when marked differences are seen between one's own views and the views of others. When the perceptions of the views of others are accurate this process may contribute to harmonious working relations. When perceptions are inaccurate adjustments in behavior will be adjustments to something that does not exist and hence may contribute to disharmony. Further, over time, there is a tendency for individuals to internalize the views of others as they are perceived. This process may contribute to normative integration if the perceptions are accurate and continued or even increased normative differences if the perceptions are inaccurate. The analysis that follows will focus on the ability of the teachers to accurately predict the views of each of the other populations.

Table 21: Differences in Mean Response Scores Per Role Norm Between Teachers' Perceptions of the Views of Others and the Actual Views of Others by Roles and Total Position of Teacher

	Teacher Roles				
Populations of Others	(1) Acting Toward Pupils	(2) Acting Toward Colleagues	(3) Acting Toward Parents	(4) Acting Toward Community	Total
Citizens	.42	.25	.38	.26	.34
Parents	.42	.30	.43	.39	.39
Leaders	.52	.22	.59	.42	.45
School Board	.41	.46	.65	.52	.50
Principals	.37	.17	.17	.44	.30
Superintendent	.43	.43	.97	.49	.56

Table 21 shows the mean difference in mean Response Scores between teachers' perceptions of the views of each of the other populations and the actual views of these populations.[2] These differences may be viewed as the amount of error on the part of teachers when they attempt to predict how each of the other populations would respond to each role norm item in the teacher inventory.

For the position of teacher as a whole the greatest error in prediction by teachers is for the views of the superintendent (.56 per role norm) and the lowest error is for the views of the principals (.30 per role norm). The error rates for the other populations are school board .50, leaders .45, parents .39, and citizens .34. In general, the error rate appears to be related to the amount of contact, and hence opportunity to find out how others think, teachers have with each of the other populations. An exception to this relationship is the higher rate of error in the case of parents as compared to citizens in general. It is also to be noted that the amount of error for each population corresponds closely to the amount of difference between teachers' own views and the views of others as shown in Table 20.

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[2] Appendix I shows these differences for each role norm.

For Role 1 (acting toward pupils) the error rate by teachers tends to be uniform, varying around .40, with the exception of the leaders views where the rate is .52 per role norm. For this role the teachers are able to predict the views of the school board and the superintendent as accurately as those of the principals, the citizens, and the parents. On the other hand they are not able to predict the views of the principals any better than those of the other populations with the exception of the leaders.

The greatest error made by teachers for any one norm in Role 1 is their prediction of the views of the school board for norm #15 ("... encourage pupils to question the opinions held by the teacher"). The difference here between the mean Response Score of teachers' perceptions and that of the school board is 1.17. The prevailing judgment of the teachers is that the school board would be slightly opposed (3.31) while the school board responded *preferably should* (2.14). The distribution of responses for these two populations shows that only 4.7 per cent of the teachers thought that school board members would respond *definitely should* while 28.6 per cent actually responded in such a manner. No member of the school board responded either *preferably should not* or *definitely should not* but 43.3 per cent of the teachers thought that school board members would respond in one of these two categories. The school board is thus more "liberal" than the teachers are aware. Indeed, the views of the school board are similar to the actual views of the teachers (2.6) but the teachers are not aware of this fact.

The opposite situation exists in the case of role norm #1 ("... assign homework regularly"). The teachers predicted that the school board would be somewhat opposed (3.25) and thus would respond much the same as themselves (3.58), but the actual mean Response Score of the school board is 2.14 or *preferably should* for a difference of 1.10.

Thus, for role norm #15 the teachers predicted a difference between their own views and those of the school board when there was no difference and for role norm #1 predicted no difference when there was one.

Another example of a large error in Role 1 is the prediction by teachers of the view of the superintendent for role norm #4 ("... give pupils a great deal of drill practice in the fundamentals"). The mean Response Score for teachers in making their prediction was 2.94 but the superintendent responded *preferably should not* (4.00) for a difference of 1.06. Over one-third of the teachers thought he would say *definitely should* or *preferably should* and another third thought he would respond *may or may not*. It appears that teachers thought the superintendent would have the same view as themselves but he did not.

The role norm where teachers made the greatest error in predicting the views of the principals for Role 1 is #2 ("... make and carefully follow detailed lesson plans"), the error being .99. The teachers thought the principals would respond *preferably should* (2.10) but their actual response was 3.09 as compared to the teachers' own views (2.88). Twenty-eight per cent of the teachers predicted that the principals would respond *definitely should* but only one principal did so (4.5 per cent).

In many instances the teachers perceive the lay populations as being more "conservative" than they actually are. A typical example is the error by the teachers in predicting the responses of the leaders to role norm #13 ("... encourage pupils to discuss various religious beliefs in the classroom"). The mean Response Score of the teachers when predicting the responses of the leaders was 4.16 (*preferably should not*) but the mean score for the actual responses of the leaders was 3.18 or close to *may or may not*. Only five per cent of the teachers anticipated that leaders would favor such discussion but 27 per cent of the leaders did so. Over 80 per cent of the teachers thought the leaders would respond in one of the two "should not" categories whereas only 45 per cent took such a position. It is necessary to observe, however, that there is very low agreement among the leaders in regard to this role norm and that the mean score of 3.09 is the result of a wide distribution of responses over the five response categories and does not represent a permissive view. There is a much higher level of agreement among teachers as to how leaders would respond than there is among the leaders themselves.

An interesting misperception by teachers of the views of the citizens occurs in the case of role norm #6 ("... give greater attention to the more capable than to the less capable students"). The citizens are more opposed to this practice than the teachers realize. Only 13.5 per cent of the teachers predicted that the citizens would respond *definitely should not* whereas 51.7 per cent did so. At the other extreme, nearly one-fourth (23.5 per cent) of the teachers expected the citizens to respond either *definitely should* or *preferably should* but only 6.7 per cent took either of these positions. The difference in mean response scores was .86.

The mean error rates by teachers for Role 2 (acting toward colleagues) are the lowest of the four roles for all populations of others, with the exception of the school board, and the amount of error in each case is appreciably less than the amount of difference between teachers own views and those of the others, again with the exception of the school board. Thus, the teachers are better able to predict the views of others in regard to their relations with colleagues and the profession as a whole than the other areas of their activity. The reasons for this accuracy of perception are not apparent.

In only one instance does the prediction error exceed 1.00 and this is for the superintendent's response to role norm #21 ("... insist upon extra compensation for duties, like coaching a team, that require extra time"). The mean Response Score for teachers when predicting the view of the superintendent was 2.14 but the superintendent responded 1.00 making a difference of 1.14. The position of the superintendent is closer to that of the teachers themselves than they are aware. However, the teachers made the same kind of an error, even though to a lesser extent, when predicting the views of the other populations with the exception of the principals. For example, 5.5 per cent of the teachers thought parents would respond *definitely should* but 20.3 per cent did so. Further, 27.7 per cent of the teachers thought parents would respond *preferably should not* or *definitely should not* while 13.1 per cent of the parents chose one of these categories. The error is .40.

Another example in Role 2 of appreciable error is role norm #16 ("... devote time outside of regular teaching duties to school affairs, such as curriculum planning, without additional pay"). For both citizens and parents the teachers overestimated the extent to which responses would be favorable. The mean score of teachers when predicting the views of citizens was 2.39 but the actual score for citizens was 3.01. The mean score of teachers when predicting the views of parents was 2.52 but their actual score was 3.14. In terms of per cent responses by categories, 51.1 per cent of the teachers thought citizens would respond in one of the "should" categories but only 30 per cent did so. Only 11.9 per cent of the teachers predicted one of the "should not" categories but 25.9 per cent of the citizens took one of these positions. The teachers also overestimated the extent to which the other populations, with the exception of the superintendent, would favor this norm. In regard to the superintendent the error was in the opposite direction. The mean response of teachers (2.83) was that the superintendent would respond *may or may not* but he responded *preferably should* (2.00), the most demanding of all populations. The teachers were very accurate in their prediction of both the leaders and the principals.

A comparison of teacher predictions with the actual responses of each of the other populations for all role norms in Role 2 reveals a consistent pattern of underestimation by teachers of the extent to which others, particularly the lay populations, take a "liberal" position regarding teacher behavior within the profession.

When one turns to Role 3 (acting toward parents) the extent of error in teacher predictions of the views of others is again relatively large, with the exception of the population of principals. The mean difference in the mean scores between the teachers' perceptions of the views of the principals and the actual views of the principals is .17, while that between the teachers' perceptions of the views of the superintendent and the actual views of the superintendent is .97. In the case of the remaining populations the mean differences range from .38 in the case of the views of the citizens to .65 in the case of the views of the school board. In general, the teachers have some difficulty in predicting accurately how others think teachers should act toward parents.

The relatively large mean difference between teachers' perceptions of the view of the superintendent and his actual view, for Role 3, is due in part to the extreme error by the teachers for four norms, #26, ("... insist that parents contact them at school rather than at home"), #28 ("... discuss with parents the child's scores on standardized achievement tests"), #30 ("... attend PTA or Parents Club meetings"), and #32 ("... contact parents whenever any problem arises for their children") the differences being 1.86, 2.23, 1.29, and 1.47, respectively. The teachers thought the superintendent would say that teachers *preferably should* insist that parents contact them at school rather than at home (2.14) but instead he responded that they *preferably should not* (4.00). The teachers anticipated that the superintendent would say that teachers *may or may not* discuss with parents the child's scores on standardized achievement tests (3.23) but he responded that they *definitely should* (1.00). The teachers expected the superintendent to take the position that teachers *preferably should* (1.71) attend PTA meetings but he was permissive and responded *may or may not* (3.00). Finally, the teachers predicted that the superintendent would respond *preferably should* (2.03) contact parents whenever any problem arises for their children but instead he responded *preferably should not* (4.00). The extent of these errors is even clearer when one examines the per cent distribution of the responses of teachers. For example, for role norm #26, 74.2 per cent of all teachers said the superintendent would respond either *definitely should* or *preferably should* when he responded *preferably should not.* Only 7.7 per cent of the teachers anticipated that he would disapprove.

Next to the views of the superintendent the teachers had the most difficulty in predicting the views of the school board. There was a high agreement among the members of the school board that teachers should discuss the results of standardized achievement scores with parents, 71.4 per cent responding *definitely should* and the mean score being 1.42. The teachers did not expect this strong position for only 7.1 per cent made such a prediction and the mean score was 3.0. Teachers were also unable to anticipate the position of the school board regarding their attendance at PTA meetings. Eighty-eight per cent of the teachers expected that the members of the board would say either *definitely should* or *preferably should* but only 42.9 per cent reported such a view. Instead, 57.1 per cent replied *may or may not.*

The ability of teachers to perceive the views of the leaders for Role 3 norms was only slightly better than in the case of the school board, the mean error being .59 as compared to .65. However, there is some difference in the role norms where the errors were high. The teachers assumed that the leaders would either respond *definitely should* or *preferably should* to role norm #31 ("... encourage parents to visit the classroom at any time"). Ninety-two per cent of the teachers made this prediction but only 41.1 per cent of the leaders responded as predicted and over one-quarter (28.5 per cent) responded in one of the two "should not" categories. The difference between the two mean scores is 1.15. This is an example of numerous instances where teachers think the public is more "demanding" of teachers than it really is.

The teachers also misjudged the views of the leaders on role norm #32 ("... contact parents whenever any problem arises for their children"). Again, most teachers (85.0 per cent) expected leaders to respond in one of the two "should" categories whereas 48.2 per cent of the leaders did so. Less than 3.0 per cent of the teachers anticipated responses in one of the two "should not" categories as compared to the 19.7 per cent of actual responses by leaders. The difference between the two mean scores is .80.

The teachers were somewhat more successful in perceiving the views of citizens and parents as shown by the lower mean differences in Response Scores of .38 and .43, respectively. While the teachers appear to be sensitive to the views of the general public, there are a few instances where there is some error in perception. For example, the teachers underestimated the extent to which citizens think teachers should "... tell a parent the tested I.Q. of his child" (role norm #29). Teachers themselves are strongly opposed to giving this information to parents as shown by the mean Response Score of 4.41 when teachers reported their own views. But the teachers are aware that citizens are not as opposed as themselves and took this into account when predicting the responses of citizens. As a result, the mean Response Score for teachers' perceptions of the views of citizens was 3.07. The teachers were predicting in the right direction but did not go far enough, for the mean Response Score for citizens' actual views was 2.31. Put in terms of per cent distribution of responses, 5.0 per cent of the teachers thought citizens would respond *definitely should* but 30.2 per cent did so. One-quarter (25.1 per cent) of the teachers predicted a "should not" response while 15.2 per cent of the citizens took such a position. This norm is a good example of a frequent situation where teachers are aware that the views of others are different from their own but do not go far enough in making their predictions, i.e., underestimate the extent of differences between themselves and others.

There are a number of cases, however, where teachers see differences between their own views and the views of others when such differences do not exist. This is the case for teachers' perceptions of the views of parents for role norm #25 ("... accept the judgment of parents when there is disagreement about the needs of the child"). Three-quarters of the teachers (74.8 per cent) predicted that parents would respond either *definitely should* or *preferably should.* Only 22.6 did so. The difference in score is .94. Actually, the responses of the parents are essentially the same as those of the teachers themselves.

ACTUAL DIFFERENCES, PERCEIVED DIFFERENCES, AND ERRORS IN PERCEPTION

When a three way comparison is made between teachers' own views, teachers' perceptions of the views of others, and the actual views of others, a number of interesting relationships are found. Data for this comparison are presented in Table 22.

Teachers and lay populations

As has been reported above, there is a definite tendency for teachers to perceive a marked amount of difference between their own views and the views of each of the three lay populations. Thus the teachers are aware of the fact there are such differences. On the average, these differences are relatively large when calculated on the basis of differences per role norm for all 45 norms (.45 in the case of citizens, .46 in the case of parents, and .45 in the case of leaders). The mean difference per role norm between the views of teachers and the actual views of the lay populations is also relatively large (.40, .40, and .46 respectively). However, the fact that the extent of the actual differences is approximately the same as the predicted differences does not mean that the perceptions of the teachers are correct. In some cases the perceptions are in the wrong direction as compared to their own views, in other cases the perceptions are in the right direction but do not go far enough, and in yet other cases the perceptions are in the right direction but overestimate the amount of difference. Thus, for all 45 role norms the average error in perception by teachers is .34 for citizens, .39 for parents, and .45 for leaders. In brief, the over-all pattern is for teachers to "predict" an appreciable difference between their own views and the views of the lay populations, for there to be an actual amount of difference similar to that predicted, and for the predictions to be in error to an extent only slightly less than the actual or predicted difference.

Table 22: A Comparison of Mean Differences in Mean Response Scores Between (a) Teachers' Own Views and Teachers' Perceptions of the Views of Others, (b) Teachers' Own Views and the Actual Views of Others, and (c) Teachers' Perceptions of the Views of Others and the Actual Views of Others.

	Citizens	Parents	Leaders	Principals	School Board	Supt.
Role 1: Acting Toward Pupils						
(a) Teachers' Own Views vs. Teachers' Perceptions of Views of:	.49	.44	.49	.28	.42	.23
(b) Teachers' Own Views vs. Actual Views of:	.48	.51	.58	.28	.48	.46

	Citizens	Parents	Leaders	Principals	School Board	Supt.
(c) Teachers' Perceptions of Views of Others vs. Actual Views of:	.42	.42	.52	.31	.41	.43
Role 2: Acting Toward Colleagues						
(a) Teachers' Own Views vs. Teachers' Perceptions of Views of:	.36	.37	.34	.18	.29	.24
(b) Teachers' Own Views vs. Actual Views of:	.40	.43	.46	.26	.34	.54
(c) Teachers' Perceptions of Views of Others vs. Actual Views of:	.25	.30	.22	.17	.46	.43
Role 3: Acting Toward Parents						
(a) Teachers' Own Views vs. Teachers' Perceptions of Views of:	.50	.64	.44	.12	.21	.13
(b) Teachers' Own Views vs. Actual Views of:	.46	.48	.54	.17	.60	.90
(c) Teachers' Perceptions of Views of Others vs. Actual Views of:	.38	.43	.59	.17	.65	.97
Role 4: Acting Toward Community						
(e) Teachers' Own Views vs. Teachers' Perceptions of Views of:	.46	.42	.53	.22	.43	.32
(b) Teachers' Own Views vs. Actual Views of:	.22	.11	.19	.28	.28	.59
(c) Teachers' Perceptions of Views of Others vs. Actual Views of:	.26	.39	.42	.44	.52	.49
Total						
(a) Teachers' Own Views vs. Teachers' Perceptions of Views of:	.45	.46	.45	.20	.33	.24
(b) Teachers' Own Views vs. Actual Views of:	.40	.40	.46	.25	.43	.60
(c) Teachers' Perceptions of Views of Others vs. Actual Views of:	.34	.40	.45	.30	.50	.56

As an example, the errors in the perceptions by teachers of the views of citizens result from perceptions in the right direction but not far enough in the case of 15 role norms (mean error 28.7), perceptions in the right direction but too far in the case of 17 role norms (mean error 30.9), and perceptions in the wrong direction in the case of 11 role norms (mean error 47.2).[3] For two norms there is no difference in views or the perceptions are accurate. In comparison, for leaders, the teachers predicted in the right direction but underestimated the extent of difference for 18 role norms and overestimated for 8 role norms. In 18 cases they predicted in the wrong direction and in one case they were accurate.

When the error rate is examined separately for each of the four roles there is some variation. For Role 1 and Role 3 the pattern is the same as for all 45 role norms but the differences are somewhat greater and much of the error in prediction is due to perceptions in the wrong direction. An example from Role 1 where teachers' perceptions are in the wrong direction thereby resulting in an appreciable difference between their perception of the views of citizens and the actual views of citizens is role norm #13 ("... encourage pupils to discuss various religious beliefs in the classroom"). The mean Response Score for teachers is 3.63 or midway between *may or may not* and *preferably should not*. The mean Response Score of teachers when giving their perceptions of the views of citizens is 4.19, a difference of .56 and in the direction of stronger opposition to the practice than that of teachers themselves. The mean Response Score of the citizens is, however, 3.44 or more approving than the teachers themselves and in the opposite direction from the position of the teachers than was predicted. As a consequence the error is .75. For Role 1 the teachers predicted in the wrong direction in giving their perceptions of the views of citizens for seven out of the 15 role norms. For Role 3, two out of 10 are in the wrong direction.

In the case of Role 2, the teachers perceived less difference between their own views and those of the lay populations than in the other three roles. The actual amount of difference is somewhat lower than for Role 1 and 3 and the amount of error in perception is the lowest of the three roles. No predictions were in the wrong direction for citizens and leaders but two were in the wrong direction for parents.

For Role 4, the teachers again expected a large amount of difference (citizens .46, parents .42, and leaders .53). The actual difference is low as compared to the other roles, being .22 for citizens, .11 for parents, and .19 for leaders. Thus there is far less difference between the views of teachers and those of the lay populations than the teachers are aware. As a consequence the error rate for Role 4 is as high as for Role 2 even though the actual differences in views are less than half.

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[3] The extent and direction of errors in teachers' perceptions for each population of others for each role norm are shown in Appendix I.

An example of this tendency for teachers to perceive differences between their own views and those of the lay populations when such differences do not exist is provided by role norm #40 ("... remember that a stricter standard of conduct in the community applies to them because they are teachers"). The mean score for teachers' own views is 2.55, the mean score for teachers' perceptions of the views of parents is 1.89, and the mean score for the actual views of parents is 2.46. Thus, the views of parents are almost identical to those of the teachers but the teachers thought parents would be appreciably more favorable in their responses. It would appear in this instance, as in a number of others, that the errors in teachers' perceptions result from a notion that lay persons are more "conservative" than they really are.

Teachers and other school personnel

Typically, the teachers do not perceive as much difference between their own views and those of other school personnel as between their own views and those of the lay populations. For the total position of teacher, the average difference per role norm between the teachers' own views and their perceptions of the views of the lay populations is .45, twice as high as the difference between the teachers' own views and their perceptions of the views of the principals (.20) or their perceptions of the views of the superintendent (.24). Even in the case of the school board, the teachers see less difference from their own views (.33) than when perceiving the views of the lay populations. Thus the teachers think that their "professional colleagues" have views regarding the position of teacher similar to their own. This is true for each of the four roles but particularly so for Role 3 (acting toward parents) where the mean difference in scores between the teachers' own views and their perceptions of the views of the three populations of other school personnel are .12, .21, and .13, respectively.

While the teachers do not anticipate much difference in the case of the school board and the superintendent, the actual difference is larger than in the case of the lay populations. An example of seeing little difference is provided by role norm #32 ("... contact parents whenever any problem arises for their children"). The teachers' own score is 2.10 (*preferably should*) and they think the superintendent would agree as shown by their score of 2.03 when giving their perceptions of his views. The response of the superintendent, however, is *preferably should not* (4.00) making an error of 1.97.

The errors in the teachers' perceptions of the views of the citizens are in the wrong direction, as compared to their own views, for one quarter of the role norms. In comparison, the errors in the teachers' perceptions of the views of the school board, the principals, and the superintendent are in the wrong direction for approximately 40 per cent of the role norms. One-fifth of the errors are in the right direction but involve overestimation and two-fifths are in the right direction but involve an underestimation of the extent of difference. This same pattern holds for leaders and to a lesser degree for parents. It is this relatively high rate of prediction in the wrong direction that accounts for much of the error in perception by teachers.

The most marked example of teachers perceiving a difference between their own views and the views of other school personnel, but in the wrong direction as compared to their own, is role norm #28 ("... discuss with parents the child's scores on standardized achievement tests"). While the teachers are not in high agreement among themselves on this item, the mean Response Score is 2.86 showing a prevailing view slightly favorable to the behavior in question. Again, the teachers are in relatively low agreement as to the views of others but the prevailing view is that the school board, the principals and the superintendent will be more opposed than themselves. The respective mean scores for the teachers' perceptions of these three populations are 3.00, 2.99, and 3.23. In contrast, the school board and the superintendent are strongly in favor of such discussion. The mean score for the school board is 1.42 and the superintendent responded *definitely should* (1.00). Thus the error by the teachers is 1.58 in the case of the school board and 2.23 in the case of the superintendent. The teachers made the same misperception in the case of the principals but to a lesser extent (.54).

The extent of error in perception by the teachers can be seen even more clearly when the distribution of responses to role norm #28 are examined. For example, 71.4 per cent of the school board members responded *definitely should* but only 7.1 per cent of the teachers expected such a response. At the other extreme, 31.0 per cent of the teachers thought the school board members would respond either *preferably should not* or *definitely should not*, but no member did so.

As indicated, teachers do not see much difference between their own views and those of each of the three populations of other school personnel and, in the case of the school board and the superintendent, the actual differences are large making a large error in perception. In the case of the principals the pattern is different.[4] The actual difference between the views of teachers and those of the principals (.25) is small (less than in the case of the lay populations), and the extent of error in perceptions by teachers is low, .30 per role norm for all 45 norms. As shown in Table 12, teachers differentiate very little between the views of each of the populations of other school personnel, believing that they all think alike and much as the teachers themselves. They are incorrect as regards the school board and the superintendent but more nearly correct as regards principals.

Teachers are particularly successful in anticipating the views of principals for Role 2 and Role 3, the mean error per role norm being .17 in both instances. It is for Role 4 (acting toward community) that teachers have the most difficulty in perceiving the views of principals and the mean error is .44, only slightly less than in the case of the school board and the superintendent and considerably more than in the case of citizens. For each of the 10 norms for this role the principals are more "liberal" than teachers think they are.

The error by teachers in perceiving the views of principals are in the wrong direction just as often as in perceiving the views of the school board and the superintendent, but the extent of the errors are less on the average. However, 14 out of the 18 perceptions made by teachers in the wrong direction are in Roles 1 and 4.

SUMMARY

While there is some variation from one role to another, there is a general pattern in the data whereby: (1) teachers predict more difference between their own views and those of the lay populations than between their own views and those of other school populations; (2) the actual differences between teachers' own views and those of the school board and superintendent are either similar to or greater than the difference between teachers' own views and those of the lay populations; (3) the actual difference between teachers' own views and those of the principals is less than for any other population; (4) the extent of error by teachers when predicting the views of others is highest in the case of the school board and the superintendent and lowest in the case of the principals.

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[4] The role norm inventory used when teachers reported their perceptions of the views of the principals read "I think that the principal of my school would say . . ." In order to arrive at the mean Response Scores for teachers' perceptions of the views of the principals, the responses of all teachers were pooled and averaged. In order to arrive at the mean Response Scores for the actual views of principals the responses of all principals were pooled and averaged. It is possible to argue that different results would have been obtained if the responses of the teachers for each school were compared with the response of the principal of that school in that the teachers would know the individual principal better and hence be more accurate in perceiving his views. If this line of reasoning were valid the mean difference in mean Response Scores as between teachers' perceptions and the actual views of principals would be reduced. This possibility was tested and found not to be the case. Rather, when the comparisons were made school by school and then averaged the differences were greater. This is because there is a regression toward the mean when the responses of all subjects are pooled, thus reducing the differences between the two populations.

CHAPTER 5

Conclusions

On the basis of the detailed data presented in the preceding chapters, it is now possible to make a number of broad empirical observations regarding role expectations and role perceptions for elementary school teachers in the subject community, to formulate some tentative explanations of the patterns found, and to speculate regarding implications for educational administration.

Agreement as a variable

Whether explicitly or implicitly stated, role norms have been viewed traditionally as commonly held rules of behavior, shared expectations, or socially defined patterns of behavior. Agreement as to the content of roles has been, for the most part, assumed. More recently, and as a result of attempts to carry out empirical studies of roles, the alternative view that agreement is itself a variable has started to emerge. As systematic empirical data become available it is increasingly clear that full agreement, even among the occupants of a specific position, is atypical. The evidence indicates that extent of agreement varies widely from one role norm to another and from one population to another.

One of the major results of this study is a body of data bearing on the question of extent of agreement within and between populations of position holders for a relatively large number of role norms. The data show that full agreement seldom exists even among professionally trained members of a population of position holders such as elementary school teachers, that the levels of agreement range almost continuously from near zero to near 100 per cent, and that the average level of agreement among members of each of several populations for a given set of role norms is approximately 50 per cent.

Included in the general postulate of role consensus is the further assumption that norms are shared as between populations of related position holders and thus that there is full agreement among the members of a given population of position holders as to the role expectations of other relevant populations. The data presented above do not support this assumption. It was found that the levels of agreement among teachers as to the views held by each of the other populations for the position of teacher were similar to each other and to the level of agreement among teachers themselves, i.e., approximately 50 per cent.

It was anticipated at the outset of this study, on the basis of common sense, that there would be more agreement among teachers when reporting their own views than when reporting their perceptions of the views of each of the other subject populations. It was assumed that a common professional orientation would produce a relatively high level of agreement and that limited communication with such heterogeneous populations as citizens would make for a relatively low level of agreement as to the views of citizens. Such did not turn out to be the case, for the two levels of agreement are essentially the same. The tentative conclusion reached is that stereotyping among teachers regarding the views of citizens results in a level of consensus comparable to that produced by professionalization.

Similarly, it was assumed at the outset that there would be more agreement among teachers as to the views of other school personnel than as to the views of the lay populations. Again, this did not turn out to be the case, for there is virtually no difference. It is now assumed that stereotyping of the lay populations yields a level of agreement similar to that produced by an apparent assumption by teachers of a common professional ethic.

In view of the traditional assumption of high agreement among position holders and between related populations of position holders, it may come as a surprise to find as much variation in self expectations, in perceptions of the expectations of others and in the actual expectations of relevant others as is shown in the data reported. Immediately the question arises as to the possible consequences for the operation of a school system. A not uncommon assumption is that agreement within and between related populations of position holders is a fundamental condition for social order and the higher the agreement the greater the orderliness in social relations.

In view of this popular assumption that social order is related to agreement, it might be expected that the levels of agreement found among and between the subject populations would be accompanied by a marked degree of stress and conflict. Data available in regard to teacher morale, attitudes toward the school system and its program, public support of the schools, teacher turnover, and other indicators do not reflect any appreciable difficulty. Indeed, the school system in question appears to run smoothly and school-community relations appear to be satisfactory. If these observations are correct, the assumption of a simple relation between agreement and social order must be reconsidered.

An alternative view is that high agreement among and between all relevant populations would make for a rigidity in the normative structure that would generate severe stress and strain whenever given individuals held divergent views. According to this view there would be an optimum level of agreement and a degree of freedom and flexibility for individuals to anticipate and feel comfortable about the behavior of others. To the extent there is an optimum level of agreement, between high and low, school administrators may not feel it is necessary to institute practices to raise the level of agreement, either among school personnel or among the citizenry. The question of an optimum level of agreement is an empirical problem and can be answered only on the basis of a series of comparative studies.

In this same connection, one other implication is possible. The fact that there is more agreement among teachers as to the views of the lay populations, especially citizens, than among those populations themselves, suggests that teachers see more agreement than there actually is and hence may assume that the lay populations are consolidated in their position. Such a feeling on the part of teachers may lead them to feel more pressure to conform to what is believed to be demands being made upon them than would otherwise be the case. The fact that the lay populations, including community leaders, are in relatively low agreement, may mean community pressures are in general minimal, in contrast to what teachers may feel is the case.

In the case of other school personnel the opposite situation exists. There is more agreement among principals and among the members of the school board than among teachers when the latter are perceiving the views of these two populations. Using the same logic as above, it may be concluded that teachers are not fully aware of the extent of agreement on the part of their superiors and hence may not feel as much pressure as actually exists.

Ambiguity of role norms

Despite the average amount of difference in responses within and between populations, some role norms elicit high agreement and others low agreement, regardless of the populations considered. Further, when teachers are in high or low agreement among themselves in regard to a given role norm, they tend to be in similar high or low agreement as to their perceptions of the views of others. Even though there are notable exceptions to this pattern, it is sufficiently general to demonstrate that some role norms tend to be clearly defined and generally accepted while other norms tend to be ambiguous in the sense of not being well defined or widely accepted, independent of the particular population involved.

It is difficult to account for the fact that there is a high level of agreement for certain role norms and a low level of agreement for others, whether it be for a given population or for all populations. Too little is known about the factors producing consensus to permit an explanation of the ambiguity of certain norms as compared to others. However, some clues are available. An examination of those norms where there is the lowest agreement among teachers and among at least some of the other populations shows a disproportionate number of norms having to do with freedom of expression of ideas such as teachers discussing their political views in the classroom, encouraging pupils to question the opinions held by the teacher, exercising caution in expressing views on controversial issues, and adhering to a stricter standard of conduct in the community. It is striking that these role norms involve issues of freedom of expression and behavior that are general in the culture and not limited to the behavior of teachers. This would suggest that at least some of the ambiguity of role norms for the position of teacher is a reflection or consequence of a general ambiguity throughout the culture, and that a similar ambiguity would exist for a number of positions other than teacher. This would mean that ambiguity would not be due to the absence of a consensus forming process within the educational world but to circumstances outside of and beyond the control of those immediately involved in the educational process. This is an example of the kinds of relationships that exist between the schools and the wider community and of the limitations enforced upon educational administrators as they attempt to develop a professional code. It is also an example of the necessity of studying the educational enterprise within the context of the wider community.

Lay views versus professional views

The data show that in general the views of each of the lay populations are more like each of the other lay populations than any of the professional populations and that the views of each of the professional populations are more like each other than any of the lay populations. Thus, the differences in views between the lay populations and the professional populations are greater than between any of the lay populations or any of the professional populations. To a degree, there are two sets of role expectations for the position of teacher and teachers are aware of this general division. Further, while teachers reveal their awareness of two normative worlds surrounding them, they underestimate the extent of the differences between the two sets of relevant others.

It is not clear why teachers underestimate the extent of difference between the views of the lay populations and the views of other school personnel. Undoubtedly the reasons are many and involved. Although beyond the scope of the data available here, it might be assumed that the reasons include the absence of full information regarding the views of others and assumptions by teachers that a given population of others is more or less like themselves. In the absence of information to the contrary, a position holder may assume that others think like himself unless there is some kind of a stereotype suggesting differences. This line of reasoning is consistent with the findings of this study.

There are a number of possible implications of the differences in views between the lay population and the school linked populations and of the differential perceptions by teachers of these differences. In the first place, the extent of difference in the views between the lay populations and the school linked populations means that teachers are surrounded by two normative worlds and are unable to conform fully to the expectations of either. This state of affairs, a pulling in two directions so to speak, may be an obstacle to the development of greater agreement among teachers and a well defined self image. In the extreme, this situation may be a factor in teacher morale and even in recruitment into the profession. However, the fact that teachers do not see as much difference between the two normative worlds as actually exists may minimize these consequences.

The dimension of permissiveness

The very language typically used in describing the normative structure implies that all norms involve mandatory behavior and little reference is made to an element of permissive behavior. In contrast, the data gathered in this study show that the position holder is given some option in his behavior in many instances. The right of a position holder to choose among defined alternative modes of behavior is in itself a norm and an integral part of the total world of norms. Depending upon the population of position holders, one-quarter to one-third of all responses to the teacher role norm inventory are in the *may or may not* category and one-quarter to one-half are in the *preferably should* or *preferably should not* categories. Only one-quarter to one-third are in the *definitely should* or *definitely should not* categories. Even assuming that the role norms included in this study are not entirely representative it would appear that there is a large element of permissiveness in any given normative structure.

While all populations responded permissively in a relatively large number of instances, there are differences that may have consequences for teachers. It might be assumed that the occupants of a given position would insist upon more permissiveness for themselves than other relevant populations would be willing to grant, i.e., parents might be expected to give teachers fewer options of behavior than teachers demand for themselves. The data do not support such an assumption, for all populations responded *may or may not* as often or more often than teachers. Further, the populations of others did not use the categories of *definitely should* or *definitely should not* any more often than teachers and in some instances less often.

Consistently, the teachers expect other populations to be less permissive than themselves but in each instance the population of others is more permissive than the teachers think in that they responded *may or may not* at a frequency appreciably higher than predicted. This means that the normative world surrounding teachers is less rigid than teachers are aware. To the extent teachers are constrained in their behavior as a consequence of the alleged rigidity, they are being constrained by something that actually does not exist. A further consequence may be that the effectiveness of teachers is impaired by the fiction of non-permissiveness. In turn, this could be a factor in educational innovation.

Accuracy of teacher perceptions

In general, teachers have some difficulty in perceiving the views of each of the populations of others. They have the most difficulty in predicting the views of the school board and the superintendent, apparently because they assume there is little difference while in fact there is a large difference. They are most successful in predicting the views of principals where they assume again, but this time correctly, that there is little difference. In the case of citizens and parents they are aware that there are differences but assume the differences are greater than they really are, thus producing a moderate amount of error in their perceptions. The actual views of citizens and parents are more similar to the views of the teachers themselves than to the teachers' perceptions.

Even though much discussion of normative structures refers to shared norms, it is inevitable that there be limits to the ability of one individual or a population to accurately perceive the views of another individual or population, even when the norms are complementary. Limited contact and information, the ambiguity of many norms, stereotyping, and simple misperception itself, all operate to limit the capacity to perceive.

Differential accuracy of perception by teachers as between populations of others may be more important than degree of accuracy itself. The fact that teachers are more accurate in perceiving the views of citizens and parents than the school board and the superintendent may result in teachers being more sensitive to the actual views of citizens and parents and thus more influenced by their views than the views of their superiors.

The fact that teachers see little difference between their own views and those of the school board and the superintendent may lead teachers to feel they are "conforming" when they are not. Conversely, because there is less difference between teachers and the lay groups than they think is the case, teachers may feel they are deviating when they are not.

Appendixes

APPENDIX A

Elementary School Teacher Role Norm Inventory

Role 1: Acting Toward Pupils

1. ...assign homework regularly.
2. ...make and carefully follow detailed lesson plans.
3. ...deprive a pupil of privileges as one form of punishment.
4. ...give pupils a great deal of drill-practice in the fundamentals.
5. ...evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children.
6. ...give greater attention to the more capable than to the less capable students.
7. ...use extra academic work as one form of punishment.
8. ...experiment with new teaching techniques.
9. ...permit each pupil to follow his own educational interests most of the time.
10. ...smoke in situations where a pupil might see them.
11. ...devote most of their time to working with individual pupils or small groups.
12. ...use physical punishment as one disciplinary measure.
13. ...encourage pupils to discuss various religious beliefs in the classroom.
14. ...express their own political views in the classroom.
15. ...encourage pupils to question the opinions held by the teacher.

Role 2: Acting Toward Colleagues

16. ...devote time outside of regular teaching duties to school affairs, such as curriculum planning, without additional pay.
17. ...take up active membership in some local teachers' professional organization.
18. ...use last names like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils.
19. ...include other teachers in their circle of close friends.
20. ...continue to take college courses as long as they continue to teach.
21. ...insist upon extra compensation for duties, like coaching a team, that require extra time.
22. ...make or receive routine personal telephone calls while at school.
23. ...discuss serious personal problems with the principal.
24. ...join a teacher organization affiliated with a labor union.
42. ...engage in part-time work during school months.

Role 3: Acting Toward Parents

25. ...accept the judgment of parents when there is disagreement about the needs of the child.
26. ...insist that parents contact them at school rather than at home.
27. ...visit every pupil's home at the beginning of the school year.
28. ...discuss with parents the child's scores on standardized achievement tests.
29. ...tell a parent the tested "I.Q." of his child.
30. ...attend PTA or Parents Club meetings.
31. ...encourage parents to visit the classroom at any time.
32. ...contact parents whenever any problem arises for their children.
33. ...attempt to find out what, in the home situation, may contribute to the misbehavior of a pupil.
34. ...discuss freely with parents the weaknesses of other teachers.

Role 4: Acting Toward Community

35. ...exercise great caution in expressing views outside of the classroom on controversial issues because of their position.
36. ...live within the school district.
37. ...be active in at least one community youth group (e.g., Sunday School, Scouting, YMCA, YWCA).
38. ...attend church regularly.
39. ...spend an eight hour day at school.
40. ...remember that a stricter standard of conduct in the community applies to them because they are teachers.
41. ...patronize locally-owned businesses and services.
43. ...make political speeches.
44. ...serve alcoholic beverages in their own homes.
45. ...patronize a cocktail lounge.

APPENDIX B

Agreement Scores (AS) and Mean Response Scores (RS) for 45 Elementary School Teacher Role Norms, by Teachers' Own Views, by Teachers' Perceptions of the Views of Others, and by the Actual Views of Others.

	Role Norms[1]						
	(1) AS RS	(2) AS RS	(3) AS RS	(4) AS RS	(5) AS RS	(6) AS RS	(7) AS RS
Teacher:Self	.393/3.58	.351/2.88	.337/2.46	.350/2.83	.740/1.31	.424/4.08	.493/4.39
Teacher:Citizen	.319/3.01	.578/2.16	.315/2.59	.576/2.12	.490/2.09	.258/3.38	.263/3.39
Citizen Actual	.263/2.30	.461/1.98	.305/2.15	.450/1.88	.550/1.54	.363/4.24	.079/3.50
Teacher:Parent	.308/3.06	.547/2.26	.390/2.50	.564/2.09	.502/1.96	.371/3.60	.274/3.57
Parent Actual	.313/2.27	.486/1.97	.336/2.10	.373/1.87	.518/1.58	.348/4.22	.084/3.51
Teacher:Leader	.358/2.86	.605/2.14	.252/2.62	.542/2.13	.437/2.08	.153/3.29	.213/3.57
Leader Actual	.135/2.21	.452/1.87	.433/1.90	.404/1.75	.345/2.25	.431/4.10	.261/3.96
Teacher:Principal	.487/3.81	.455/2.10	.201/2.74	.292/2.93	.643/1.43	.416/3.81	.360/4.12
Principal Actual	.697/4.09	.318/3.09	.507/2.86	.508/3.32	.734/1.32	.471/4.36	.659/4.59
Teacher:Sch.Bd.	.396/3.25	.597/2.07	.267/2.78	.444/2.38	.495/1.79	.267/3.53	.326/3.88
Sch.Bd. Actual	.643/2.14	.523/2.00	.405/2.14	.643/2.57	.404/2.43	.048/3.43	.166/4.00
Teacher:Superintendent	.476/3.69	.512/2.20	.297/2.79	.367/2.94	.577/1.51	.402/3.90	.452/4.34
Superintendent Actual	—/4.00	—/3.00	—/3.00	—/4.00	—/1.00	—/4.00	—/5.00

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[1] Columns headed AS are Agreement Scores. Columns headed RS are mean Response Scores.

APPENDIX B (continued)

	Role Norms						
	(8) AS RS	(9) AS RS	(10) AS RS	(11) AS RS	(12) AS RS	(13) AS RS	(14) AS RS
Teacher:Self	.574/1.51	.399/3.21	.396/4.13	.408/2.86	.469/3.82	.281/3.63	.343/3.95
Teacher:Citizen	.485/2.29	.363/3.20	.489/4.18	.429/2.94	.400/3.93	.526/4.19	.492/4.30
Citizen Actual	.279/2.46	.203/3.47	.315/3.96	.214/3.08	.178/3.67	.117/3.44	.131/3.60
Teacher:Parent	.469/2.32	.296/3.20	.448/4.21	.386/2.84	.382/3.95	.523/4.18	.464/4.31
Parent Actual	.292/2.33	.244/3.55	.312/3.84	.237/3.06	.180/3.61	.231/3.25	.221/3.56
Teacher:Leader	.445/2.24	.279/3.26	.479/4.15	.391/3.01	.420/4.02	.460/4.16	.484/4.29
Leader Actual	.354/2.05	.487/4.11	.461/4.03	.334/3.32	.149/3.37	.161/3.18	.325/3.63
Teacher:Principal	.531/1.56	.363/3.11	.442/4.28	.364/2.76	.451/4.18	.434/4.06	.489/4.18
Principal Actual	.659/1.41	.433/3.23	.621/3.64	.583/2.50	.546/4.27	.281/3.68	.394/4.27
Teacher:Sch.Bd.	.502/1.96	.253/3.26	.440/4.17	.387/2.95	.494/4.23	.430/4.22	.463/4.36
Sch.Bd. Actual	.762/1.29	.405/3.14	.523/3.57	.643/2.86	.167/3.86	.524/4.29	.643/4.14
Teacher:Superintendent	.518/1.58	.296/3.20	.429/4.08	.356/2.90	.516/4.22	.446/4.08	.459/4.21
Superintendent Actual	—/2.00	—/3.00	—/4.00	—/2.00	—/4.00	—/4.00	—/5.00

	Role Norms						
	(15) AS RS	(16) AS RS	(17) AS RS	(18) AS RS	(19) AS RS	(20) AS RS	(21) AS RS
Teacher:Self	.151/2.60	.248/3.41	.476/1.91	.606/1.47	.490/2.42	.499/1.60	.426/1.79
Teacher:Citizen	.235/3.48	.417/2.39	.542/2.18	.512/1.70	.616/2.56	.563/1.71	.327/2.96
Citizen Actual	.173/2.83	.369/3.01	.505/2.49	.417/1.76	.588/2.56	.521/2.09	.273/2.64
Teacher:Parent	.225/3.38	.375/2.52	.480/2.30	.516/1.71	.630/2.58	.560/1.73	.376/2.91
Parent Actual	.173/2.74	.452/3.14	.581/2.67	.455/1.89	.675/2.68	.490/2.18	.309/2.51

Teacher:Leader	.224/3.27	.445/2.31	.548/2.04	.519/1.65	.614/2.55	.505/1.63	.265/2.91
Leader Actual	.178/2.56	.300/2.45	.554/2.11	.510/1.66	.516/2.42	.501/2.26	.297/2.73
Teacher:Principal	.195/3.23	.237/2.94	.502/1.66	.584/1.50	.605/2.54	.586/1.50	.477/2.18
Principal Actual	.395/2.27	.288/3.14	.583/1.50	.583/1.50	.698/2.64	.546/1.64	.394/2.18
Teacher:Sch.Bd.	.239/3.31	.292/2.50	.511/1.92	.519/1.58	.580/2.52	.635/1.44	.275/2.67
Sch.Bd. Actual	.405/2.14	.406/2.86	.523/2.43	.762/1.29	.643/2.57	.643/2.14	.643/1.86
Teacher:Superintendent	.238/3.12	.151/2.83	.491/1.61	.634/1.44	.566/2.51	.671/1.39	.439/2.14
Superintendent Actual	—/3.00	—/2.00	—/1.00	—/1.00	—/3.00	—/1.00	—/1.00

	Role Norms						
	(22) AS RS	(23) AS RS	(24) AS RS	(42) AS RS	(25) AS RS	(26) AS RS	(27) AS RS
Teacher:Self	.493/3.91	.357/3.24	.377/4.05	.481/3.72	.620/3.06	.387/2.26	.291/3.72
Teacher:Citizen	.524/3.92	.502/3.24	.386/3.77	.494/4.10	.497/2.32	.339/2.72	.404/3.58
Citizen Actual	.479/4.05	.180/2.85	.354/3.60	.460/4.00	.519/3.01	.383/2.20	.369/3.48
Teacher:Parent	.493/3.84	.521/3.18	.373/3.74	.504/4.04	.521/2.04	.359/2.84	.400/3.69
Parent Actual	.483/3.94	.257/2.82	.488/3.44	.466/3.94	.555/2.98	.354/2.20	.300/3.59
Teacher:Leader	.547/4.01	.459/3.20	.389/3.93	.474/4.15	.410/2.47	.348/2.65	.470/3.46
Leader Actual	.617/4.18	.253/2.43	.250/3.86	.388/4.08	.713/3.24	.501/2.07	.323/3.83
Teacher:Principal	.539/3.82	.391/3.10	.440/4.10	.465/3.88	.451/3.03	.517/2.19	.401/3.61
Principal Actual	.659/3.68	.470/2.36	.356/3.95	.432/3.77	.781/3.00	.318/2.82	.468/3.55
Teacher:Sch.Bd.	.505/4.04	.397/3.24	.441/4.17	.472/4.17	.420/2.80	.453/2.45	.425/3.46
Sch.Bd. Actual	.643/4.43	.762/3.00	.523/3.57	.523/3.57	.880/3.14	.405/2.57	.286/4.00
Teacher:Superintendent	.518/4.05	.363/3.10	.417/4.15	.480/4.13	.422/3.06	.516/2.14	.355/3.61
Superintendent Actual	—/4.00	—/3.00	—/4.00	—/4.00	—/3.00	—/4.00	—/3.00

Columns headed AS are Agreement Scores. Columns headed RS are mean Response Scores.

APPENDIX B (continued)

	Role Norms						
	(28) AS RS	(29) AS RS	(30) AS RS	(31) AS RS	(32) AS RS	(33) AS RS	(34) AS RS
Teacher:Self	.247/2.86	.507/4.41	.533/2.04	.401/1.72	.318/2.10	.626/1.45	.962/4.95
Teacher:Citizen	.399/2.43	.235/3.07	.609/1.75	.554/1.70	.514/1.83	.451/2.19	.445/4.43
Citizen Actual	.459/2.02	.237/2.31	.520/2.00	.309/2.11	.321/1.89	.440/1.73	.610/4.53
Teacher:Parent	.459/2.22	.217/2.75	.551/1.71	.499/1.66	.450/1.74	.319/2.37	.383/4.19
Parent Actual	.508/1.86	.319/2.13	.483/2.04	.381/1.91	.408/1.71	.448/1.72	.596/4.52
Teacher:Leader	.309/2.61	.175/3.34	.555/1.66	.543/1.63	.492/1.76	.488/1.98	.547/4.46
Leader Actual	.451/2.04	.332/2.64	.554/2.20	.192/2.78	.218/2.56	.510/2.01	.880/4.86
Teacher:Principal	.208/2.99	.605/4.53	.516/1.63	.465/1.64	.412/1.99	.573/1.51	.915/4.90
Principal Actual	.471/2.45	.546/4.45	.508/1.77	.621/1.55	.394/2.09	.583/1.50	.963/4.95
Teacher:Sch.Bd.	.272/3.00	.343/4.18	.531/1.72	.492/1.67	.436/1.93	.545/1.73	.826/4.79
Sch.Bd. Actual	.643/1.42	.406/2.86	.523/2.43	.523/2.29	.523/2.57	.762/2.29	.881/4.86
Teacher:Superintendent	.249/3.23	.574/4.49	.508/1.71	.442/1.68	.399/2.03	.522/1.60	.931/4.92
Superintendent Actual	—/1.00	—/4.00	—/3.00	—/1.00	—/4.00	—/2.00	—/5.00

	Role Norms						
	(35) AS RS	(36) AS RS	(37) AS RS	(38) AS RS	(39) AS RS	(40) AS RS	(41) AS RS
Teacher:Self	.082/3.07	.675/2.92	.534/2.57	.456/2.41	.437/2.37	.335/2.55	.523/2.46
Teacher:Citizen	.236/2.60	.444/2.42	.562/2.26	.578/2.28	.640/1.76	.632/1.89	.589/1.94
Citizen Actual	.158/2.76	.566/2.64	.484/2.43	.492/2.42	.455/2.20	.412/2.23	.585/2.56
Teacher:Parent	.168/2.70	.482/2.43	.560/2.26	.546/2.37	.613/1.81	.626/1.87	.570/1.97
Parent Actual	.274/3.01	.606/2.75	.646/2.61	.549/2.51	.480/2.31	.376/2.46	.707/2.73

Teacher:Leader	.186/2.60	.440/2.26	.583/2.07	.580/2.19	.581/1.73	.547/1.89	.595/1.71
Leader Actual	.261/3.16	.469/2.44	.524/2.18	.581/2.50	.434/2.46	.548/2.11	.566/2.55
Teacher:Principal	.127/2.69	.652/2.69	.469/2.39	.606/2.56	.550/2.09	.591/2.20	.489/2.40
Principal Actual	.395/3.18	.735/2.77	.773/2.72	.801/2.76	.395/3.18	.735/2.77	.697/3.05
Teacher:Sch.Bd.	.117/2.57	.421/2.38	.548/2.17	.532/2.40	.566/1.81	.585/1.92	.508/1.93
Sch.Bd. Actual	.049/2.86	.762/2.71	.762/2.71	.643/2.86	.643/2.57	.287/2.71	1.000/3.00
Teacher:Superintendent	.206/2.43	.427/2.49	.512/2.28	.542/2.49	.571/1.99	.524/2.19	.533/2.21
Superintendent Actual	—/2.00	—/3.00	—/3.00	—/3.00	—/2.00	—/2.00	—/3.00

	Role Norms		
	(43) AS RS	(44) AS RS	(45) AS RS
Teacher:Self	.573/3.51	.772/3.27	.547/3.54
Teacher:Citizen	.525/4.09	.489/3.61	.478/4.01
Citizen Actual	.391/4.02	.651/3.42	.397/3.72
Teacher:Parent	.519/4.05	.556/3.53	.446/3.97
Parent Actual	.393/3.75	.792/3.25	.521/3.58
Teacher:Leader	.510/4.14	.481/3.62	.452/3.97
Leader Actual	.416/3.70	.835/3.20	.540/3.55
Teacher:Principal	.482/3.84	.699/3.36	.416/3.70
Principal Actual	.454/3.55	.848/3.18	.810/3.23
Teacher:Sch.Bd.	.496/4.14	.620/3.46	.461/3.87
Sch.Bd. Actual	.524/4.00	.762/3.29	.476/3.21
Teacher:Superintendent	.466/3.97	.680/3.38	.428/3.71
Superintendent Actual	—/5.00	—/3.00	—/4.00

Columns headed AS are Agreement Scores. Columns headed RS are mean Response Scores.

APPENDIX C

Differences in Mean Response Scores Between Teachers' Own Views and Teachers' Perceptions of the Views of Other Populations, by Individual Norms, by Roles, and by Total Position of Elementary School Teacher

Role	Populations of Others					
Norms	Citizens	Parents	Leaders	Principals	Sch.Bd.	Superintendent
Role 1: Acting Toward Pupils						
1	.57	.52	.72	.23	.33	.11
2	.72	.62	.74	.78	.81	.68
3	.13	.04	.16	.28	.32	.33
4	.71	.74	.70	.10	.45	.11
5	.78	.65	.77	.12	.48	.20
6	.70	.48	.79	.27	.55	.18
7	1.00	.82	.82	.27	.51	.05
8	.78	.81	.73	.05	.45	.07
9	.01	.01	.05	.10	.05	.01
10	.05	.08	.02	.15	.04	.05
11	.08	.02	.15	.10	.09	.04
12	.11	.13	.20	.36	.41	.40
13	.56	.55	.53	.43	.59	.45
14	.35	.36	.34	.23	.41	.26
15	.88	.78	.67	.63	.71	.52
MEAN	.49	.44	.49	.28	.42	.23
Role 2: Acting Toward Colleagues						
16	1.02	.89	1.10	.47	.91	.58
17	.27	.39	.13	.25	.01	.30
18	.23	.24	.18	.03	.11	.03
19	.14	.16	.13	.12	.10	.09
20	.11	.13	.03	.10	.16	.21
21	1.17	1.12	1.12	.39	.88	.35
22	.01	.07	.10	.09	.13	.14
23	—	.06	.04	.14	—	.14
24	.28	.31	.12	.05	.12	.10
42	.38	.32	.43	.16	.45	.41
MEAN	.36	.37	.34	.18	.29	.24

Role 3: Acting Toward Parents						
25	.74	1.02	.59	.03	.26	—
26	.46	.58	.39	.07	.19	.12
27	.14	.03	.26	.11	.26	.11
28	.43	.64	.25	.13	.14	.37
29	1.34	1.66	1.07	.12	.23	.08
30	.29	.33	.38	.41	.32	.33
31	.02	.06	.09	.08	.05	.04
32	.27	.36	.34	.11	.17	.07
33	.74	.92	.53	.06	.28	.15
34	.52	.76	.49	.05	.16	.03
MEAN	.50	.64	.44	.12	.21	.13
Role 4: Acting Toward Community						
35	.47	.37	.47	.38	.50	.64
36	.50	.49	.66	.23	.54	.43
37	.31	.31	.50	.18	.40	.29
38	.13	.04	.22	.15	.01	.08
39	.61	.56	.64	.28	.56	.38
40	.66	.68	.66	.35	.63	.36
41	.52	.49	.75	.06	.53	.25
43	.58	.54	.63	.33	.63	.46
44	.34	.26	.35	.09	.19	.11
45	.47	.43	.43	.16	.33	.17
MEAN	.46	.42	.53	.22	.43	.32
TOTAL MEAN	.45	.46	.45	.20	.33	.24

APPENDIX D

Differences in Mean Response Scores Between Teachers' Perceptions of the Views of Different Lay Populations, by Individual Norms, by Roles, and by Total Position of Elementary School Teacher

Role Norms	Populations of Others		
	Citizens vs. Parents	Parents vs. Leaders	Leaders vs. Citizens
Role 1: Acting Toward Pupils			
1	.05	.20	.15
2	.10	.12	.02
3	.09	.12	.03
4	.03	.04	.01
5	.13	.12	.01
6	.22	.31	.09
7	.18	—	.18
8	.03	.08	.05
9	—	.06	.06
10	.03	.06	.03
11	.10	.17	.07
12	.02	.07	.09
13	.01	.02	.03
14	.01	.02	.01
15	.10	.11	.21
MEAN	.07	.10	.07
Role 2: Acting Toward Colleagues			
16	.13	.21	.08
17	.12	.26	.14
18	.01	.06	.05
19	.02	.03	.01
20	.02	.10	.08
21	.05	—	.05
22	.08	.17	.09
23	.06	.02	.04
24	.03	.19	.16
42	.06	.11	.05
MEAN	.06	.12	.08

Role 3: Acting Toward Parents			
25	.28	.43	.15
26	.12	.19	.07
27	.11	.23	.12
28	.21	.39	.18
29	.32	.59	.27
30	.04	.05	.09
31	.04	.03	.07
32	.09	.02	.07
33	.18	.39	.21
34	.24	.27	.03
MEAN	.16	.26	.13
Role 4: Acting Toward Community			
35	.10	.10	—
36	.01	.17	.16
37	—	.19	.19
38	.09	.18	.09
39	.05	.08	.03
40	.02	.02	—
41	.03	.26	.23
43	.04	.09	.05
44	.08	.09	.01
45	.04	—	.04
MEAN	.05	.12	.08
TOTAL MEAN	.08	.15	.09

APPENDIX E

Differences in Mean Response Scores Between Teachers' Perceptions of the Views of Administrative Personnel, by Individual Norms, by Roles and by Total Position of Elementary School Teacher

Role	Administrative Personnel		
Norm	Principal vs. Sch. Bd.	Sch. Bd. vs. Supt.	Principal vs. Supt.
Role 1: Acting Toward Pupils			
1	.56	.44	.12
2	.03	.13	.10
3	.04	.01	.05
4	.55	.56	.01
5	.36	.28	.08
6	.28	.37	.09
7	.24	.46	.22
8	.40	.38	.02
9	.15	.06	.09
10	.11	.09	.20
11	.19	.05	.14
12	.05	.01	.04
13	.16	.14	.02
14	.18	.15	.03
15	.08	.19	.11
MEAN	.22	.33	.09
Role 2: Acting Toward Colleagues			
16	.44	.33	.11
17	.26	.31	.05
18	.08	.14	.06
19	.02	.01	.03
20	.06	.05	.11
21	.49	.53	.04
22	.22	.01	.23
23	.14	.14	—
24	.07	.02	.05
42	.29	.04	.25
MEAN	.21	.16	.09

Role 3: Acting Toward Parents			
25	.23	.26	.03
26	.26	.31	.05
27	.15	.15	—
28	.01	.23	.24
29	.35	.31	.04
30	.09	.01	.08
31	.03	.01	.04
32	.06	.10	.04
33	.22	.13	.09
34	.11	.13	.02
MEAN	.15	.16	.06
Role 4: Acting Toward Community			
35	.12	.14	.26
36	.31	.11	.20
37	.22	.11	.11
38	.16	.09	.07
39	.28	.18	.10
40	.28	.27	.01
41	.47	.28	.19
43	.30	.17	.13
44	.10	.08	.02
45	.17	.16	.01
MEAN	.24	.16	.11
TOTAL MEAN	.20	.20	.09

APPENDIX F

Differences in Mean Response Scores Between Teachers' Perceptions of the Views of Lay Populations as Compared to Their Perceptions of the Views of Administrative Personnel, by Individual Norms, by Roles, and by the Total Position of Elementary School Teacher

Role	Citizens vs.			Parents vs.			Leaders vs.		
Norm	Princ.	Sch. Bd.	Supt.	Princ.	Sch. Bd.	Supt.	Princ.	Sch. Bd.	Supt.
Role 1: Acting Toward Pupils									
1	.80	.24	.68	.75	.19	.63	.95	.39	.83
2	.06	.09	.04	.16	.19	.06	.04	.07	.06
3	.15	.19	.20	.24	.28	.29	.12	.16	.17
4	.81	.26	.82	.84	.29	.85	.80	.25	.81
5	.66	.30	.58	.53	.17	.45	.65	.29	.57
6	.43	.15	.52	.21	.07	.30	.52	.24	.61
7	.73	.49	.95	.55	.31	.77	.55	.31	.77
8	.73	.33	.71	.76	.36	.74	.68	.28	.66
9	.09	.06	—	.09	.06	—	.15	—	.06
10	.10	.01	.10	.07	.04	.13	.13	.02	.07
11	.18	.01	.04	.08	.11	.06	.25	.06	.11
12	.25	.30	.29	.23	.28	.27	.16	.21	.20
13	.13	.03	.11	.12	.04	.10	.10	.06	.08
14	.12	.06	.09	.13	.05	.10	.11	.07	.08
15	.25	.17	.36	.15	.07	.26	.04	.04	.15
MEAN	.36	.18	.36	.33	.17	.34	.35	.16	.34
Role 2: Acting Toward Colleagues									
16	.55	.11	.44	.42	.02	.31	.63	.19	.52
17	.52	.26	.57	.64	.38	.69	.38	.12	.43
18	.20	.12	.26	.21	.13	.27	.15	.07	.21
19	.02	.04	.05	.04	.06	.07	.01	.03	.04
20	.21	.27	.32	.23	.29	.34	.13	.19	.24
21	.78	.29	.82	.73	.24	.77	.73	.24	.77

22	.10	.12	.13	.02	.20	.21	.19	.03	.04
23	.14	—	.14	.08	.06	.08	.10	.04	.10
24	.33	.40	.38	.36	.43	.41	.17	.24	.22
42	.22	.07	.03	.16	.13	.09	.27	.02	.02
MEAN	.31	.17	.31	.29	.19	.32	.28	.12	.26
Role 3: Acting Toward Parents									
25	.71	.48	.74	.99	.76	1.02	.56	.33	.59
26	.53	.27	.58	.65	.39	.70	.46	.20	.51
27	.03	.12	.03	.08	.23	.08	.15	—	.15
28	.56	.57	.80	.77	.78	1.01	.38	.39	.62
29	1.46	1.11	1.42	1.78	1.43	1.74	1.19	.84	1.15
30	.12	.03	.04	.08	.01	—	.03	.06	.05
31	.06	.03	.02	.02	.01	.02	.01	.04	.05
32	.16	.10	.20	.25	.19	.29	.23	.17	.27
33	.68	.46	.59	.86	.64	.77	.47	.25	.38
34	.47	.36	.49	.71	.60	.73	.44	.33	.46
MEAN	.48	.35	.49	.62	.50	.64	.39	.26	.42
Role 4: Acting Toward Community									
35	.09	.03	.17	.01	.13	.27	.09	.03	.17
36	.27	.04	.07	.26	.05	.06	.43	.12	.23
37	.13	.09	.02	.13	.09	.02	.32	.10	.21
38	.28	.12	.21	.19	.03	.12	.37	.21	.30
39	.33	.05	.23	.28	—	.18	.36	.08	.26
40	.31	.03	.30	.33	.05	.32	.31	.03	.30
41	.46	.01	.27	.43	.04	.24	.69	.22	.50
43	.25	.05	.12	.21	.09	.08	.30	—	.17
44	.25	.15	.23	.17	.07	.15	.26	.16	.24
45	.31	.14	.30	.27	.10	.26	.27	.10	.26
MEAN	.27	.07	.19	.23	.07	.17	.34	.11	.26
TOTAL MEAN	.36	.19	.34	.37	.24	.37	.34	.17	.32

APPENDIX G

Differences in Mean Response Scores Between Selected Populations, by Individual Norms, by Roles, and by Total Position of Elementary School Teacher

Role Norm Number	Citizen Leader	Citizen Supt.	Sch. Bd. Supt.	Sch. Bd. Citizen	Principal Supt.	Leader Supt.	Sch. Bd. Leader	Principal Citizen	Principal Sch. Bd.	Principal Leader
Role 1: Acting Toward Pupils										
1	.09	1.70	1.86	.16	.49	1.79	.07	1.79	1.95	1.88
2	.11	1.02	1.00	.02	.49	1.13	.13	1.11	1.09	1.22
3	.25	.85	.86	.01	.14	1.10	.24	.71	.72	.96
4	.13	2.12	1.43	.69	.68	2.25	.82	1.44	.75	1.57
5	.71	.54	1.43	.89	.32	1.25	.18	.22	1.11	.93
6	.15	.24	.57	.81	.36	.10	.67	.12	.93	.26
7	.46	1.50	1.00	.50	.41	1.04	.04	1.09	.59	.63
8	.41	.46	.71	1.17	.59	.05	.76	1.05	.12	.64
9	.64	.47	.14	.33	.23	1.11	.97	.24	.09	.88
10	.07	.04	.43	.39	.36	.03	.46	.32	.07	.39
11	.24	1.08	.86	.22	.50	1.32	.46	.58	.36	.82
12	.30	.33	.14	.19	.27	.63	.49	.60	.41	.90
13	.26	.56	.29	.85	.32	.82	1.11	.24	.61	.50
14	.03	1.40	.86	.54	.73	1.37	.51	.67	.13	.64
15	.27	.17	.86	.69	.73	.44	.42	.56	.13	.29
MEAN	.27	.83	.83	.50	.39	.96	.49	.72	.60	.84
Role 2: Acting Toward Colleagues										
16	.56	1.01	.86	.15	1.14	.45	.41	.13	.28	.69
17	.38	1.49	1.43	.06	.50	1.11	.32	.99	.93	.61
18	.10	.76	.29	.47	.50	.66	.37	.26	.21	.16
19	.14	.44	.43	.01	.36	.58	.15	.08	.07	.22
20	.17	1.09	1.14	.05	.64	1.26	.12	.45	.50	.62
21	.09	1.64	.86	.78	1.18	1.73	.87	.46	.32	.55
22	.13	.05	.43	.38	.32	.18	.25	.37	.75	.50

23	.42	.15	—	.15	.64	.57	.57	.49	.64	.07
24	.26	.40	.43	.03	.05	.14	.29	.35	.38	.09
42	.08	—	.43	.43	.23	.08	.51	.23	.20	.31
MEAN	.23	.70	.63	.25	.56	.68	.39	.38	.43	.38
Role 3: Acting Toward Parents										
25	.23	.01	.14	.13	—	.24	.10	.01	.14	.24
26	.13	1.80	1.43	.37	1.18	1.93	.50	.62	.25	.75
27	.35	.48	1.00	.52	.55	.83	.17	.07	.45	.28
28	.02	1.02	.42	.60	1.45	1.04	.62	.43	1.03	.41
29	.33	1.69	1.14	.55	.45	1.36	.22	2.14	1.59	1.81
30	.20	1.00	.57	.43	1.23	.80	.23	.23	.66	.43
31	.67	1.11	1.29	.18	.55	1.78	.49	.56	.74	1.23
32	.67	2.11	1.43	.68	1.91	1.44	.01	.20	.48	.47
33	.28	.27	.29	.56	.50	.01	.28	.23	.79	.51
34	.33	.47	.14	.33	.05	.14	—	.42	.09	.09
MEAN	.32	1.00	.79	.44	.79	.96	.26	.49	.62	.62
Role 4: Acting Toward Community										
35	.40	.76	.86	.10	1.18	1.16	.30	.42	.32	.02
36	.20	.36	.29	.07	.23	.56	.27	.13	.06	.33
37	.25	.57	.29	.28	.28	.82	.53	.29	.01	.54
38	.08	.58	.14	.44	.24	.50	.36	.34	.10	.26
39	.26	.20	.57	.37	1.18	.46	.11	.98	.61	.72
40	.12	.23	.71	.48	.77	.11	.60	.54	.06	.66
41	.01	.44	—	.44	.05	.45	.45	.49	.05	.50
43	.32	.98	1.00	.02	1.45	1.30	.30	.47	.45	.15
44	.22	.42	.29	.13	.18	.20	.09	.24	.11	.02
45	.17	.28	.79	.51	.77	.45	.34	.49	.02	.32
MEAN	.20	.48	.49	.28	.63	.60	.34	.44	.18	.35
TOTAL MEAN	.26	.76	.70	.38	.57	.82	.38	.53	.48	.58

APPENDIX H

Differences in Mean Response Scores Between Teachers' Own Views and the Views of Populations of Others, by Individual Norms, by Roles, and by Total Position of Elementary School Teacher

Role Norm	Populations of Others					
	Citizens	Parents	Leaders	Sch. Bd.	Principal	Superintendent
Role 1: Acting Toward Pupils						
1	1.28	1.31	1.37	1.44	.51	.42
2	.90	.91	1.01	.88	.21	.12
3	.31	.36	.56	.32	.40	.54
4	.95	.96	1.08	.26	.49	1.17
5	.23	.27	.94	1.12	.01	.31
6	.16	.14	.02	.65	.28	.08
7	.89	.88	.43	.39	.20	.61
8	.95	.82	.54	.22	.10	.49
9	.26	.34	.90	.07	.02	.21
10	.17	.29	.10	.56	.49	.13
11	.22	.20	.46	—	.36	.86
12	.15	.21	.45	.04	.45	.18
13	.19	.38	.45	.66	.05	.37
14	.35	.39	.32	.19	.32	1.05
15	.23	.14	.04	.46	.33	.40
MEAN	.48	.51	.58	.48	.28	.46
Role 2: Acting Toward Colleagues						
16	.40	.27	.96	.55	.27	1.41
17	.58	.76	.20	.52	.41	.91
18	.29	.42	.19	.18	.03	.47
19	.14	.26	—	.15	.22	.58
20	.49	.58	.66	.54	.04	.60
21	.85	.72	.94	.07	.39	.79
22	.14	.03	.27	.52	.23	.09
23	.39	.42	.81	.24	.88	.24
24	.45	.61	.19	.48	.10	.05
42	.28	.22	.36	.15	.05	.28
MEAN	.40	.43	.46	.34	.26	.54

Role 3: Acting Toward Parents

25	.05	.08	.18	.08	.06	.06
26	.06	.06	.19	.31	.56	1.74
27	.24	.13	.11	.28	.17	.72
28	.84	1.00	.82	1.44	.41	1.86
29	2.10	2.28	1.77	1.55	.04	.41
30	.04	—	.16	.39	.27	.96
31	.39	.19	1.06	.57	.17	.72
32	.21	.39	.46	.47	.01	1.90
33	.28	.27	.56	.84	.05	.55
34	.42	.43	.09	.09	—	.05
MEAN	.46	.48	.54	.60	.17	.90

Role 4: Acting Toward Community

35	.31	.06	.09	.21	.11	1.07
36	.28	.17	.48	.21	.15	.08
37	.14	.04	.39	.14	.15	.43
38	.01	.10	.09	.45	.35	.59
39	.17	.06	.09	.20	.81	.37
40	.32	.09	.44	.16	.22	.55
41	.10	.27	.09	.54	.59	.54
43	.51	.24	.19	.49	.04	1.49
44	.15	.02	.07	.02	.09	.27
45	.18	.04	.01	.33	.31	.46
MEAN	.22	.11	.19	.28	.28	.59
TOTAL MEAN	.40	.40	.46	.43	.25	.60

APPENDIX I

Extent and Direction of Errors in Teachers' Perceptions of the Views of the Populations of Others as Compared to Their Own Views by Individual Norms

Role Norm	Populations of Others Citizens	Parents	Leaders	School Board	Principal	Superin- tendent
Role 1: Acting Toward Pupils						
1	+— .71	+— .79	+— .65	+—1.10	+— .28	+— .31
2	+— .18	+— .29	+— .27	+— .07	— .99	— .80
3	— .44	— .40	— .72	+— .64	+— .12	+— .21
4	+— .24	+— .22	+— .38	+— .19	+— .39	+—1.06
5	++ .55	++ .38	+— .17	+— .64	++ .11	— .51
6	— .86	— .62	— .81	++ .10	— .55	++ .10
7	++ .11	+— .06	++ .39	++ .12	— .47	— .66
8	+— .17	+— .01	++ .19	— .67	— .15	+— .42
9	— .27	— .35	+— .85	— .12	— .12	+— .20
10	— .22	— .37	— .12	— .60	— .64	— .08
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12	— .26	— .34	— .65	++ .37	+— .09	++ .22
13	— .75	— .93	— .98	+— .07	++ .38	++ .08
14	— .70	— .75	— .66	++ .22	+— .09	+— .79
15	++ .65	++ .64	— .71	—1.17	— .96	++ .12
MEAN	.42	.42	.52	.41	.37	.43
Role 2: Acting Toward Colleagues						
16	++ .62	++ .62	+— .14	++ .36	++ .20	+— .83
17	+— .31	+— .37	+— .07	+— .51	+— .16	+— .61
18	+— .06	+— .18	+— .01	— .29	0 .00	+— .44
19	0 .00	+— .10	0 .13	+— .05	+— .10	+— .49
20	+— .38	+— .45	+— .63	— .70	— .14	+— .39
21	+— .32	++ .40	++ .18	++ .81	0 .00	—1.14
22	+— .13	— .10	+— .17	+— .39	+— .14	++ .05
23	0 .39	— .36	+— .77	0 .24	+— .74	+— .10
24	+— .17	++ .30	+— .07	— .60	— .15	— .15
42	++ .10	+— .10	++ .07	— .60	++ .11	++ .1
MEAN	.25	.30	.22	.46	.17	.43

Role 3: Acting Toward Parents

25	++ .69	++ .94	— .77	— .34	+— .03	0 .06
26	— .52	— .64	— .58	+— .12	— .63	—1.86
27	+— .10	+— .10	— .37	— .54	+— .06	+— .61
28	+— .41	+— .36	+— .57	—1.58	— .54	—2.23
29	+— .76	+— .62	+— .70	+—1.32	++ .08	— .49
30	++ .25	0 .33	— .54	— .71	++ .14	—1.29
31	— .41	— .25	—1.15	— .62	+— .09	+— .68
32	++ .06	+— .03	— .80	— .64	+— .10	—1.97
33	++ .46	++ .65	+— .03	+— .56	++ .01	+— .40
34	++ .10	++ .33	++ .40	++ .07	0 .05	— .08
MEAN	.38	.43	.59	.65	.17	.97

Role 4: Acting Toward Community

35	++ .16	+— .31	— .56	+— .29	— .49	+— .43
36	+— .22	++ .32	+— .18	+— .33	+— .08	— .51
37	++ .17	— .35	+— .11	— .54	— .33	— .72
38	— .14	— .14	— .31	+— .46	+— .20	+— .51
39	++ .44	++ .50	— .73	— .76	—1.09	++ .01
40	++ .34	++ .59	++ .22	— .79	— .57	+— .19
41	— .62	— .76	— .84	—1.07	— .65	— .79
43	++ .07	++ .30	++ .44	++ .14	++ .29	+—1.03
44	++ .19	++ .28	— .42	++ .17	— .18	— .38
45	++ .29	++ .39	++ .42	— .66	— .47	+— .29
MEAN	.26	.39	.42	.52	.44	.49
TOTAL MEAN	.34	.39	.45	.50	.30	.56

Role Norm	Populations of Others					
	Citizens	Parents	Leaders	School Board	Principal	Superintendent
Total +—	15	17	18	16	15	20
Total ++	17	13	8	8	9	7
Total —	11	14	18	18	19	17
Total 0	2	1	1	3	2	1

+— Indicates underestimation of difference in right direction.
++ Indicates overestimation of difference in right direction.
— Indicates prediction in wrong direction.
0 Indicates no error or no difference in views.